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ABSTRACT

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 1,688 students with hearing impairments (ages 13-21). The study design involved a survey of parents/guardians, examination of school records, and a survey of school programs. The 43 tables describe: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment.) The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study, procedures used to collect information, the sample of youth surveyed, statistical weighting procedures, the generalizability of study results, and caveats to data users. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

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THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS

Statistical Almanac, Volume 7:
Youth Categorized as Hearing Impaired

July 1990

Prepared for:

The Office of Special Education Programs
U.S. Department of Education

Prepared by:

Kathryn A. Valdés
Cynthia L. Williamson
Mary M. Wagner

The National Longitudinal Transition Study of Special Education Students is being conducted by SRI International under Contract 300-87-0054 with the Office of Special Education Programs, U.S. Department of Education.

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SRI International

National
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INTRODUCTION

This volume of the statistical almanacs is a compendium of descriptive data from the first wave of data collection of the National Longitudinal Transition Study of Special Education Students (NLTS). It reports on characteristics, experiences, and achievements of youth who were categorized as having hearing impairments by the schools or school districts they attended as special education students in the 1985-86 school year. Eight companion volumes provide similar information for youth classified into other disability categories; an overview volume in the series presents data for youth in all 11 federal disability categories.*

To provide a context for understanding the nature of the data reported in the statistical almanacs, the following sections of this introduction describe the procedures used to collect information, the sample of youth on which the study is based, statistical weighting procedures, and the generalizability of study results. As an aid in interpreting the data, the introduction concludes with a discussion of caveats that readers should keep in mind as they use NLTS data. Appendix A provides additional information about selected variables presented in the almanacs that clarifies their interpretation.**

Purposes of the NLTS and the Statistical Almanac Series

The NLTS was mandated by the U.S. Congress in 1983 to provide information to practitioners, policymakers, researchers, and others in the special education community regarding the transition of youth with disabilities from secondary school to early adulthood. The Office of Special Education Programs (OSEP) of the U.S. Department of Education contracted with SRI International to determine a design, develop and field test data collection instruments, and select a sample of students for a study that would meet the congressional mandate. In April 1987, under a separate contract, SRI began the actual study.

In the field of research on youth with disabilities, the NLTS is unique in several respects. For many years, the research base on youth with disabilities has consisted largely of studies of relatively few youth who were in particular disability categories, in a few school districts or a single state, or in a specific educational placement or treatment program. It has been very difficult to paint a broad picture of students from this fragmented research base. With the NLTS, findings are based on a sample that is large and nationally representative. The data presented here were collected in 1987 for a sample of more than 8,000 youth who represent the national population of secondary special education students who were ages 13 to 21 in the 1985-86 school year. The sample permits us to estimate with fairly high precision many of the characteristics of youth with disabilities and their experiences in adolescence and early adulthood. Further, the sample is nationally representative of 1985-86 secondary special education students both as a whole and for those in each of the 11 federal disability categories separately (see the "Descriptive Results" section for definitions of these categories). Therefore, for the first time we know what the transition experiences were for youth with hearing impairments, for example, and how they differed from those of youth with visual impairments or multiple handicaps.

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* All volumes of the statistical almanac series are listed at the conclusion of this introduction.

** Variables discussed in Appendix A include IQ scores; items related to self-care skills, assistive devices receipt of support services; grade point average; and items concerning alterations made to the home, secondary school enrollment and completion status, enrollment in a special school, and participation in occupationally-oriented vocational education.

The NLTS is also unusual in its longitudinal design. The students for whom data were gathered in 1987 are being retained in the study so that follow-up data can be collected about them in 1990. These follow-up data will enable the estimation of trends in experiences as youth age. For example, we will be able to describe the movement in and out of jobs and in and out of school that often characterizes youth in their early adult years.

Finally, the NLTS is extremely broad in scope, gathering information on a wide range of characteristics, experiences, and outcomes of youth with disabilities, including the following:

- ***Individual and family characteristics*** (e.g., demographics, disability-related characteristics).
- ***Independent functioning*** (e.g., residential independence, financial independence, functional abilities).
- ***Social experiences*** (e.g., belonging to school or community groups, socializing with friends).
- ***School programs*** (e.g., courses taken, support services provided, educational placements).
- ***School characteristics and policies*** (e.g., type of school attended, policies related to mainstreaming, programs available for special education students).
- ***School achievement and completion*** (e.g., grades received, absenteeism, dropout/graduation behaviors).
- ***Employment characteristics*** (e.g., rates of employment, job types and duration, wages).
- ***Postsecondary education participation*** (in vocational schools and 2-year and 4-year colleges.)

- ***Services provided by the school and other sources*** (e.g., job training, physical therapy, counseling).

- ***Parental expectations for youth in the areas of education, employment, and independence.***

This breadth of scope provides the most comprehensive picture yet available of youth with disabilities during adolescence and early adulthood.

Many people will be interested in using information from the NLTS for a variety of purposes, and data and findings will be available in a variety of forms. The NLTS project staff from OSEP and SRI will publish reports, papers, and articles on a wide range of topics and offer presentations of findings to many appropriate audiences. However, the richness of the database will support many analyses that are not on the research agenda of the NLTS project itself. For those interested in analyzing the NLTS database to address their own research questions, a data tape and documentation are available for purchase. Others will have questions that can easily be informed by NLTS data without the need for additional computer analyses. The statistical almanacs are intended to satisfy this type of information need.

NLTS data are compiled in the form of statistical almanacs as a way of informing audiences about the breadth of information available from the study. The format of the almanacs is intended to give users a broad understanding of the secondary school and transition experiences of youth with disabilities as a whole and to permit comparative analyses of the experiences and outcomes of youth in each of the 11 federal disability categories. When the NLTS is completed, similar almanacs will report follow-up data, permitting users to identify trends in experiences over time.

Components of the NLTS

The NLTS has several components:

- ***The Parent/Guardian Survey***. In the summer and fall of 1987, parents were interviewed by telephone to determine information on family background and expectations for the youth in the sample, characteristics of the youth, experiences with special services, the youths' educational attainments (including postsecondary education), employment experiences, and measures of social integration. Parents rather than youth were selected as respondents for the first wave of data collection because of the need for family background information and because, with most students still being in secondary school and living at home, parents were believed to be accurate respondents for the issues addressed. This survey will be repeated in 1990, when youth will be interviewed if they are able to respond.

- ***School Record Abstracts***. Information has been abstracted from students' school records for their most recent year in secondary school (either the 1985-86 or 1986-87 school year). This information relates to courses taken, grades achieved (if in a graded program), placement, related services received from the school, status at the end of the year, attendance, IQ, and experiences with minimum competency testing. School transcripts will be collected n 1990 for youth who have been in secondary school at any time since the 1986-87 school year.

- ***School Program Survey***. Schools attended by sample students in the 1986-87 school year were surveyed for information on enrollment, staffing, programs and related services offered to secondary special education students, policies affecting special education programs and students, and community resources for the disabled.
- ***Explanatory Substudies***. Studies involving subsamples of youth are looking in greater depth at students' secondary school programs, the patterns of transition outcomes achieved by youth who were out of secondary school, and the relationship between school experiences and outcomes. Substudies are ongoing, and data from them are not included in this almanac series.

The NLTS Sample

The NLTS sample was constructed in two stages. A sample of 450 school districts was randomly selected from the universe of approximately 14,000 school districts serving secondary (grade 7 or above) special education students,* which had been stratified by region of the country, a measure of district wealth involving the proportion of students in poverty (Orshansky percentile), and student enrollment. Because not enough districts agreed to participate, a replacement sample of 178 additional districts was selected. More than 80 state-supported special schools serving secondary-age deaf, blind, and deaf-blind students were also invited to participate in the study. A total of 303 school districts and 22 special schools agreed to have their students selected for the study.

Analysis of the potential bias of the district sample indicated no systematic bias that would have an impact on study results when participating districts were compared to nonparticipants on several characteristics of the students served, participation in Vocational Rehabilitation programs, the extent of school-based and community resources for the disabled, the configuration of other education agencies serving district students, and metropolitan status (see Javitz and Wagner, 1990 for more information on the LEA sample). Bias may exist, of course, on factors for which data were not available for such comparisons.

Students were selected from rosters compiled by districts, which were instructed to include all special education students in the 1985-86 school year who were in grades 7 through 12 or whose birthdays were in 1972 or before, whether or not they were served within the district or outside the district (e.g., in a state-supported residential school). Rosters were stratified into 3 age groups (13 to 15, 16 to 18, over 18) for each of the 11 federal disability categories and youth were randomly selected from each age/disability group so that approximately 800 to 1,000 students were selected in each disability category (with the exception of deaf-blind, for which fewer than 100 students were served in the districts and schools included in the sample).

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* Special education cooperatives and other special service units were not sampled directly (83% of special education students are served directly by school districts; Moore et al., 1988). However, instructions to districts for compiling student rosters asked districts to include on their listing any students sent from their district to such cooperatives or special service units. Despite these instructions, some districts may have underreported students served outside the district.

In part because of the time lapse between sample selection and data collection, many students could not be located at the addresses or telephone numbers provided by the schools. Of the 12,833 students selected for the sample, about one-third could not be reached by telephone for the parent interview. (For more than half of these, addresses and telephone numbers were not provided by the schools/districts from which they were sampled.) This relatively high rate of inability to reach sample members confirmed the importance of including in the NLTS a substudy of nonrespondents to determine whether those who were reached for the telephone interview were a representative sample of the population to which the study was intended to generalize. To identify whether bias existed in the interview sample, interviewers went to 28 school districts with relatively high nonresponse rates to locate and interview in person those who could not be reached by telephone. Of the 554 sought for in-person interviews, 442 were found and interviewed, a response rate of 80%. A comparison of telephone interview respondents with in-person interview respondents showed that the telephone sample underrepresented lower-income households. The sample was reweighted to adjust for that bias, as described in the next section.

Of the 10,369 sampled students for whom addresses or telephone numbers were provided by schools or districts, some portion of the needed data was collected for 84%; the response rates for individual components of the study were as follows:

	N	Response Rate
Parent interview	7619	71%
School records	6241	60
School survey	6672	64

Weighting Procedures and the Population to Which Data Generalize

Youth with disabilities for whom data could be gathered were weighted to represent the U.S. population of special education students in the 1985-86 school year who were in grades 7 through 12 or at least 13 years old. Because it is a sample of students at various ages, the NLTS sample does not generalize to youth who had dropped out of school before that age. For example, the sample of 18-year-olds generalizes to youth who were 18 and still in secondary school in 1985-86, not to all 18-year-olds with disabilities, many of whom may have left school at an earlier age.

In performing sample weighting, three mutually exclusive groups of sample members were distinguished:

(A) Youth whose parents responded to the telephone interview.

(B) Youth whose parents did not respond to the telephone interview but were interviewed in person.

(C) Youth whose parents did not respond to either the telephone or in-person interview but for whom the we obtained a record abstract.

A major concern in weighting was to determine whether there was a nonresponse bias and to calculate the weights in such a way as to minimize that bias. There was a potential for three types of nonresponse bias:[*]

(1) Bias due to the inability to locate respondents because they had moved or had nonworking telephone numbers.

(2) Bias due to refusal to complete an interview (only 3% of those available to be interviewed refused).

(3) Bias due to circumstances that made it infeasible to locate or process a student's school record.

Of these three types of nonresponse, the first was believed to be the most important, in terms of both frequency and influence on the analysis. Type 1 bias was also the only type of nonresponse that could be estimated and corrected.

The magnitude of type 1 nonresponse bias was estimated by comparing responses to items available for the three groups of respondents (after adjusting for differences in the frequency with which youth in different disability categories were selected and differences in the size of the LEAs selected). Group A was wealthier, more highly educated, and less likely to be minority than group B. In addition, group A was more likely to have students who graduated from high school than group B or C (which had similar dropout rates). Groups A and B were compared on several additional measures for which data were unavailable for group C. The youth described by the two groups were similar on these additional items, including gender, employment status, pay, functional skills, association with a social group, and length of time since leaving school. Adjusting the weights to eliminate bias in the income distribution eliminated bias in parental educational attainment and ethnic composition, but did not affect differences in dropout rates. It was also determined that groups B and C were large enough that if they were treated the same as group A in the weighting process, the resulting dropout distribution would be approximately correct.

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[*] We assumed that nonrespondents who could not be located because LEAs did not provide student names would have chosen to participate at about the same rate as parents in districts in which youth could be identified. The remaining nonrespondents would presumably have been distributed between the three types of nonresponse mentioned above.

Weighting was accomplished using the following steps:

- Data from groups A and B of sample members were used to estimate the income distribution for each disability category that would have been obtained in the absence of type 1 nonresponse bias.

- Respondents from all three groups were combined and weighted up to the universe by disability category. Weights were computed within strata used to select the sample (i.e., LEA size and wealth, student disability category and age).

- Weights from three low-incidence disability categories (deaf, orthopedically impaired, and visually impaired) were adjusted to increase the effective sample size. These adjustments consisted primarily of slightly increasing the weights of students in larger LEAs and decreasing the weights of students in smaller LEAs. Responses before and after these weighting adjustments were nearly identical. In addition, because there were only three deaf/blind youth from medium-size or smaller districts, who had large weights, they were removed from the sample to increase the effective sample size. Thus, NLTS results do not represent the very small number of deaf/blind students in medium-size or smaller LEAs.

- The resulting weights were adjusted so that each disability category exhibited the appropriate income distribution estimated in step 1 above. These adjustments were of modest magnitude (relative to the range of weights within handicapping condition); the weights of the poorest respondents were multiplied by a factor of approximately 1.6 and the weights of the wealthiest respondents were multiplied by a factor of approximately .7.

Estimation of Standard Errors

The tables in the "Descriptive Results" section present data for the full sample of youth with disabilities and for important subgroups, as defined at the beginning of that section. Most of the variables presented in the tables are reported as percentages of youth in the full sample or in the subgroups. In some cases, rather than percentages, the figures refer to means, such as the mean wage earned by employed youth or the mean number of students enrolled in schools attended by youth. Percentages and means are weighted to represent the national population of youth with disabilities and youth in each disability category. However, the percentages and means are only estimates of the actual percentages and means that would be obtained if all youth with disabilities were included in the study. These estimates vary in how closely they approximate the true measures that would be derived from a study of all youth. To aid the reader in determining the precision of the estimates, for each percentage and mean the tables present the approximate standard error and the unweighted number of cases on which the statistic is based.

To determine the precision of a particular percentage or mean, the reader can construct a confidence interval for the estimate by multiplying the standard error by 1.96. The result is the range around the estimate within which the true measure would be found 95 out of 100 times. For example, the NLTS estimates that 88.8% of youth with disabilities attended a comprehensive secondary school during their most recent year in school. The standard error of that estimate, .9, is multiplied by 1.96, letting us assume with 95% confidence that the true rate of attendance at comprehensive secondary schools falls within a range of ±1.8 percentage points, or 87% to 90.6%.

Readers may also want to compare percentages or means for different subgroups to determine, for example, whether the difference in employment rates for males and females with hearing impairments is statistically significant. To calculate whether the difference between percentages is statistically significant with 95% confidence (often denoted as $p<.05$), the squared difference between the two percentages of interest is divided by the sum of the two squared standard errors. If this product is larger than 3.84, the difference is significant. Presented as a formula, a difference in percentages is statistically significant at the .05 level if:

$$\frac{(P_1 - P_2)^2}{SE_1^{\,2} + SE_2^{\,2}} > 1.96^2$$

where P_1 and SE_1 are the first percentage and its standard error and P_2 and SE_2 are the second percentage and its standard error.

The standard errors for the NLTS were computed using procedures that differ from standard calculation routines. Such routines assume a simple random sample. However, the NLTS used a stratified cluster sample design, which introduces design effects that reduce the precision of estimates for a sample of a given size, compared with a simple random sample. The design effects within the NLTS affect the precision of estimates to varying degrees for different subpopulations and different variables. Pseudo-replication is widely accepted as a variance estimation technique in the presence of design effects. However, it is not cost-effective for estimating the standard errors of the thousands of variables and subpopulations tabulated in the 10 volumes of the statistical almanacs. Therefore, pseudo-replication was conducted on a limited number of variables to calibrate an approximation formula that is cost- effective for purposes of the almanacs, using the following procedures:

- A set of 25 variables representing the parent interview, school program survey, and record abstract was identified for the purpose of developing a statistical approximation formula; these included 16 nominal variables and 9 continuous variables.

- **Standard errors of the weighted means of the selected variables were estimated in two ways. The first procedure involved pseudo- replication. For each variable, standard errors were calculated for students in each handicap category and for the total sample (300 standard errors) using a partially balanced experimental design specifying how students were to be allocated to 16 half-samples. The sample was split on the basis of the school districts and special schools from which youth were originally sampled. Districts and schools were paired on the basis of enrollment and a measure of poverty, and one member of each pair was assigned to each half-sample. Sample weights for students were computed for each half-sample as if those in the half-sample were the only study participants.**

  The following formula was used to estimate the standard error of the mean for students in all conditions:

  $$\text{Standard error} = [(1/16)\ \Sigma_i\ (M_i - M)^2]^{1/2}$$

  where M_i is the mean calculated for students in one of the 16 half- samples), M is the mean response calculated from the full sample, and the summation extends over all 16 half-samples. (Note that responses to questions from the school program survey were attached to the records of students in the responding schools so that means for these items were computed using student weights.)

- The second estimation procedure involved an approximation formula based on an estimate of the effective sample size for each handicap category and the total sample. The sampling efficiency (E) for a group was calculated using the following formula:

  $$E = M_w^2/(M_w^2 + S_w^2)$$

  where M_w and S_w are the mean and standard deviation of the student weights over all members of the group. The approximation formula for the standard error of the weighted mean of nominal variables is:

  $$\text{Standard error} = [P(1-P)/(E \times N)]^{1/2}$$

  where P is the full-sample weighted proportion of "yes" responses to a particular question in the group, N is the unweighted number of "yes" or "no" responses to the question in the group, and E is the sampling efficiency of the group. The approximation formula for the standard error of the mean of a continuous variable is:

  $$\text{Standard error} = [S^2 / (N \times E)]^{1/2}$$

  where S_2 is the variance of responses in the group for the continuous variable (computed with frequencies equal to full-sample weights) and N is the unweighted number of respondents to the question in the group. These formulas were used to compute a total of 300 standard errors for the same variables and groups addressed using pseudo-replication.

- To assess the accuracy of the standard errors produced by these formulas, we used scatter plots to compare them with standard errors produced using pseudo-replication. For both nominal and continuous variables, the approximate best fit was a 45 degree line. That is, on average, the formula based on estimates of effective sample size neither systematically overestimated nor underestimated the standard error obtained using pseudo-replication, arguing for use of the more cost-effective estimation formulas. However, because error remains in the estimates that might result in underestimating the true standard errors in some instances, we took a conservative approach and multiplied the standard errors produced using the estimation formulas by 1.25. The vast majority of the standard errors so obtained were larger than the standard errors obtained by pseudo-replication. Thus, the standard errors included in the almanacs were calculated using the effective sample size estimation formulas and increased by a factor of 1.25.

Caveats to Users of the Data

To minimize the potential that data in the statistical almanacs will be misinterpreted, the user should keep in mind the following considerations.

- ***Estimation of Sampling Errors***. The data tables contain approximate standard errors for means and percentages; the previous section instructs users in how to use them to calculate confidence intervals and to determine whether differences between estimates are statistically significant. Users should interpret data in light of the standard errors. Percentages or means based on subgroups with relatively few cases have a considerably greater margin of error than those based on larger subgroups.

- ***Subgroup Definitions.*** The "Descriptive Results" section begins with a definition of the subgroups for which data are reported. Users should be clear about the definition of these groups to avoid misinterpreting the brief labels contained in the tables. Of particular note are the subgroups based on the youth's designated disability. Assignment to a disability category is based on the primary disability designated by the youth's school or district in the 1985-86 school year. Category definitions, assessment methods, and rules of thumb for categorizing students vary widely between states and often between school districts within states. NLTS data should not be interpreted as describing youth who truly had a particular disability, but rather as describing youth who were categorized as having that disability by their school or district. Further, youth who had been institutionalized more than a year are included in the base on which statistics are calculated only for Tables 1, 3, 4, 8, 28 through 35, and 38; they are excluded from other tables because of the skip logic of the interview.

- ***Sources of Data and Data Reliability***. Each table indicates the source of the data reported in it (e.g., parent interview, school records). The confidence the user places in the data should be based in part on a recognition of their source. The accuracy of parent reports about their adolescent or adult children may vary depending on the subject of an item. For example, parents were expected to be quite accurate reporters of data on family characteristics, but to be less aware of--and, therefore, report less accurately on--the kinds of services their children were provided in school or by other agencies. When two sources of data were available for a given item (e.g., parent reports and school record indications of whether the youth graduated or dropped out), consistency checks were performed. For many variables, a high level of agreement was found; for other items, larger discrepancies were noted. Appendix A presents decision rules used to resolve such discrepancies. However, for most items, only one source of data was

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available, making it impossible to verify the accuracy of the responses. Specific data items potentially subject to bias are discussed in Appendix A.

- ***Items of a Sensitive Nature***. A few items in the parent interview asked parents to report what they might consider negative behaviors on the part of their children, such as whether the youth had ever been arrested or been fired from a job. The tendency for respondents to give socially acceptable answers to such items raises the question of the accuracy of parent reports for sensitive items. Although there is no objective validation of responses available to the NLTS, several factors suggest that parent reports produced generally valid data for these items: a low level of nonresponse to such items; a reasonably large number of respondents reporting negative behaviors (e.g., parents of 21% of youth who had been out of school 1 to 2 years indicated the youth had been arrested; 32% of exiters from secondary school were reported to have dropped out of school); and strong evidence of construct validity based on observed relationships among variables.

- ***Missing Data.*** Missing data result from item nonresponse, the absence of the whole instrument from which an item was taken, or a logical skip of an item because it was inappropriate to a particular respondent (e.g., some items were asked only of parents of youth with particular kinds of disabilities). Missing data of all kinds were eliminated from calculations of percentages and means. Hence, the reported percentages and means are based on those for whom the question was appropriate and who answered the question. The approximate standard errors increase as the sample size decreases, drawing the user's attention to statistics that are based on particularly small samples.

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TITLES IN THE NLTS STATISTICAL ALMANAC SERIES

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 1: Overview.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 2: Youth Categorized as Learning Disabled.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 3: Youth Categorized as Emotionally Disturbed.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 4: Youth Categorized as Speech Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 5: Youth Categorized as Mentally Retarded.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 6: Youth Categorized as Visually Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 7: Youth Categorized as Hearing Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 8: Youth Categorized as Orthopedically Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 9: Youth Categorized as Other Health Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 10: Youth Categorized as Multiply Handicapped.

DESCRIPTIVE RESULTS

This section of the statistical almanac presents data related to special education students categorized by the school or district they attended in the 1985-86 school year as having hearing impairments. This category includes youth classified as deaf or hard of hearing. Deaf youth are those with hearing impairments so severe that they are impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance. Hard of hearing youth are those with hearing impairments, permanent or fluctuating, that adversely affect educational performance but the youth are not included in the deaf category. The tables describe:

- Youths' individual and household characteristics
- Characteristics of students' schools and educational programs
- Programs available to secondary students with disabilities
- Services received by youth with disabilities
- Youth outcomes.

Each table in the volume has three parts. Part A presents data for the appropriate full sample of youth categorized as having hearing impairments and for youth with hearing impairments in the following subgroups:

- ***Community.*** The type of community in which the youth last attended secondary school, based on Department of Commerce definitions of metropolitan statistical areas (MSAs), is described as urban (central city within an MSA), suburban (area surrounding a central city with an MSA), or rural (areas outside MSAs).

- ***Gender***. Youth are distinguished as male or female on the basis of parent reports, school rosters, or, in the absence of these sources, inference from the student's name (for a minimal number of cases).

- ***Age in 1987***. Youth are categorized by age as 15 or 16, 17 or 18, or 19 or older on the basis of birthdates provided by schools or parents.

- ***School status***. Using parent and school reports,* youth are categorized as:

- In-school. Enrolled in secondary school in the 1985-86 school year and still enrolled in secondary school at the time of the parent interview.

    - ***Out 1 Year or Less.*** Enrolled in secondary school in the 1985-86 school year, and enrolled in secondary school at some time in the year before the parent interview, but no longer enrolled at the time of the interview. These youth include dropouts and completers of the 1986-87 school year.

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* See Appendix A for more detailed information on construction of the school status variable.

- **Out 1 to 2 Years**. Enrolled in secondary school in the 1985-86 school year, not enrolled in secondary school at the time of the parent interview, and not enrolled at any time in the year before the interview. These youth include dropouts and completers of the 1985-86 school year.

Part B presents data for youth with hearing impairments in the following subgroups:

- **School attended**. Using school reports, youth are distinguished as to whether in their most recent year in secondary school (the 1986-87 or 1985-86 school year) they attended a special school serving only youth with disabilities or a regular school that also served students not classified as having a disability. Regular schools include comprehensive secondary schools (i.e., middle schools and high schools), as well as a small number of magnet, alternative, and vocational secondary schools.
- **Severity**. Students are distinguished as being deaf or hard of hearing, based on parent or school reports.

Part C of each table presents data for the following subgroups:

- **Household Income**. Youth are distinguished as to whether parents reported the annual 1986 household income before taxes as less than $12,000, $12,000 to $24,999, or $25,000 or more.
- **Ethnicity**. Using parent reports, youth are categorized as Black, White, or Hispanic. Youth from other ethnic backgrounds (e.g., Asian, Alaskan native) are too few to distinguish as a separate category.
- **Head of household education**. Using parent reports, youth are distinguished according to whether the head of household did not complete high school, was a high school graduate with no college training, or had some college education or a college or graduate degree.

Note that many items in the almanacs permitted more than one response so that percentages often will not add to 100%. Sample sizes vary among tables for the same group because of differing response rates for items taken from different instruments. Also, the sample sizes for subgroups may not sum to the sample size in the total column because of missing values for the variables used to define the subgroups. Some items refer only to specific subgroups (e.g., grade point average for students receiving grades). Appendix B contains data tables that present the size of these subgroups (e.g., the weighted percentage and unweighted number of students who received grades). Statistics based on subgroups of fewer than 15 respondents are omitted. Standard errors are in parentheses.

Statistical Tables

Table 1A: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of youth:												
15 or 16 years old	26.7	33.2	23.1	29.7	26.0	27.3	100	0.0	0.0	41.7	1.9	1.6
	(1.9)	(3.1)	(3.8)	(8.4)	(2.6)	(2.8)	(0.0)	(0.0)	(0.0)	(2.8)	(1.2)	(1.2)
17 or 18 years old	33.0	31.4	38.8	36.7	33.2	32.8	0.0	100	0.0	44.7	24.4	5.7
	(2.0)	(3.0)	(4.4)	(8.9)	(2.7)	(3.0)	(0.0)	(0.0)	(0.0)	(2.8)	(3.9)	(2.3)
19 to 21 years old	33.4	27.2	35.7	32.4	34.4	32.4	0.0	0.0	82.8	13.0	68.0	65.1
	(2.0)	(2.9)	(4.3)	(8.6)	(2.8)	(3.0)	(0.0)	(0.0)	(2.4)	(1.9)	(4.3)	(4.7)
More than 21 years old	6.9	8.2	2.4	1.2	6.4	7.6	0.0	0.0	17.2	0.6	5.8	27.6
	(1.1)	(1.8)	(1.4)	(2.0)	(1.4)	(1.7)	(0.0)	(0.0)	(2.4)	(0.4)	(2.1)	(4.4)
Number of respondents	1688	537	397	61	898	788	441	569	678	1031	327	310
Average age	18.1	17.9	18.0	17.8	18.1	18.1	15.6	17.5	20.2	17.0	19.3	20.6
	(0.1)	(0.1)	(0.2)	(0.3)	(0.1)	(0.1)	(0.0)	(0.0)	(0.1)	(0.1)	(0.1)	(0.2)
Number of respondents	1688	537	397	61	898	788	441	569	678	1031	327	310
Percentage who were male	53.2	48.1	54.4	53.9	100	0.0	52.0	53.5	53.7	54.2	52.7	51.1
	(2.1)	(3.3)	(4.5)	(9.2)	(0.0)	(0.0)	(4.4)	(3.8)	(3.2)	(2.8)	(4.6)	(4.9)
Number of respondents	1686	537	397	61	898	788	439	569	678	1029	327	310
Percentage who were:												
Black, not Hispanic	21.4	27.5	15.9	2.9	18.6	24.5	19.0	21.9	22.4	21.4	22.4	20.2
	(1.9)	(3.1)	(3.5)	(3.4)	(2.4)	(2.9)	(3.7)	(3.3)	(2.9)	(2.4)	(4.2)	(4.3)
White, not Hispanic	63.1	42.7	77.0	87.5	65.6	60.3	60.4	64.8	63.5	62.0	64.3	65.5
	(2.2)	(3.4)	(4.1)	(6.7)	(3.0)	(3.4)	(4.6)	(3.8)	(3.4)	(2.9)	(4.9)	(5.1)
Hispanic	11.7	24.4	3.1	5.6	11.8	11.7	16.8	10.0	9.8	13.0	8.4	10.6
	(1.5)	(3.0)	(1.7)	(4.6)	(2.0)	(2.2)	(3.5)	(2.4)	(2.1)	(2.0)	(2.8)	(3.3)
American Indian/Alaskan Native	0.5	0.9	0.4	0.0	0.5	0.5	1.1	0.2	0.3	0.5	0.9	0.0
	(0.3)	(0.6)	(0.6)	(0.0)	(0.4)	(0.5)	(1.0)	(0.3)	(0.4)	(0.4)	(1.0)	(0.0)
Asian/Pacific Islander	2.2	3.0	3.1	1.0	1.6	2.8	1.2	2.8	2.4	2.2	2.5	1.8
	(0.7)	(1.2)	(1.7)	(2.0)	(0.8)	(1.1)	(1.0)	(1.3)	(1.1)	(0.9)	(1.6)	(1.4)
Other	1.1	1.5	0.5	3.0	2.0	0.2	1.6	0.3	1.6	0.8	1.4	1.9
	(0.5)	(0.8)	(0.7)	(3.4)	(0.9)	(0.3)	(1.2)	(0.4)	(0.9)	(0.5)	(1.2)	(1.5)
Number of respondents	1482	494	350	52	789	693	392	506	584	945	277	260
Percentage who spoke at home:												
English	75.4	80.0	87.8	96.6	73.6	77.5	83.8	78.6	67.1	78.2	73.8	67.6
	(2.0)	(2.8)	(3.2)	(3.6)	(2.8)	(2.9)	(3.4)	(3.3)	(3.3)	(2.4)	(4.5)	(5.0)
Another spoken language	3.9	8.3	2.5	0.0	4.8	2.8	4.6	3.8	3.5	3.5	4.6	4.6
	(0.9)	(1.9)	(1.5)	(0.0)	(1.3)	(1.1)	(1.9)	(1.5)	(1.3)	(1.1)	(2.1)	(2.3)
No spoken language	20.7	11.7	9.7	3.4	21.6	19.6	11.7	17.5	29.4	18.3	21.6	27.7
	(1.9)	(2.2)	(2.9)	(3.6)	(2.6)	(2.7)	(3.0)	(3.1)	(3.2)	(2.3)	(4.2)	(4.8)
Number of respondents	1475	492	348	52	782	693	390	503	582	943	273	259

Source: Parent interviews.

Table 1B: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS

Characteristics of Youth	Type of School Attended: Regular School	Type of School Attended: Special School	Degree of Hearing Loss: Deaf	Degree of Hearing Loss: Hard of Hearing
Percentage of youth:				
15 or 16 years old	30.5	21.5	22.0	30.8
	(2.7)	(2.9)	(2.3)	(3.0)
17 or 18 years old	34.7	29.4	29.3	36.3
	(2.8)	(3.2)	(2.5)	(3.1)
19 to 21 years old	31.0	39.1	39.0	28.5
	(2.8)	(3.4)	(2.7)	(2.9)
More than 21 years old	3.8	10.1	9.7	4.4
	(1.1)	(2.1)	(1.6)	(1.3)
	890	597	919	765
Average age	17.8	18.5	18.5	17.8
	(0.1)	(0.2)	(0.1)	(0.1)
	890	597	919	765
Percentage who were male	52.1	52.7	54.4	52.0
	(3.0)	(3.5)	(2.7)	(3.3)
	889	596	918	764
Percentage who were:				
Black, not Hispanic	17.9	28.8	24.5	18.7
	(2.5)	(3.5)	(2.5)	(2.7)
White, not Hispanic	65.8	60.7	62.7	63.4
	(3.0)	(3.8)	(2.9)	(3.3)
Hispanic	11.6	8.0	9.6	13.6
	(2.1)	(2.1)	(1.7)	(2.4)
American Indian/Alaskan Native	0.5	0.5	0.4	0.5
	(0.5)	(0.5)	(0.4)	(0.5)
Asian/Pacific Islander	2.5	1.3	2.1	2.2
	(1.0)	(0.9)	(0.9)	(1.0)
Other	1.6	0.7	0.7	1.5
	(0.8)	(0.7)	(0.5)	(0.8)
	783	505	797	685
Percentage who spoke at home:				
English	88.5	51.6	59.7	89.0
	(2.0)	(3.8)	(2.9)	(2.2)
Another spoken language	4.2	1.6	2.1	5.4
	(1.3)	(1.0)	(0.9)	(1.6)
No spoken language	7.3	46.8	38.2	5.7
	(1.7)	(3.8)	(2.9)	(1.6)
	780	504	793	682

Source: Parent interviews

Table 1C: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth:									
15 or 16 years old	27.3	29.2	24.8	23.9	25.6	38.3	26.1	28.0	25.5
	(3.9)	(3.9)	(3.5)	(3.2)	(2.8)	(5.1)	(3.5)	(3.6)	(3.5)
17 or 18 years old	33.3	33.1	32.9	34.3	34.3	28.6	29.2	35.0	35.5
	(4.1)	(4.1)	(3.8)	(3.6)	(3.1)	(4.8)	(3.7)	(3.8)	(3.9)
19 to 21 years old	30.9	30.0	37.5	30.6	34.2	25.3	35.3	31.6	32.7
	(4.0)	(4.0)	(3.9)	(3.5)	(3.1)	(4.6)	(3.9)	(3.7)	(3.8)
More than 21 years old	8.5	7.7	4.8	11.2	5.9	7.8	9.4	5.3	6.3
	(2.4)	(2.3)	(1.7)	(2.4)	(1.5)	(2.8)	(2.4)	(1.8)	(2.0)
Number of respondents	349	436	548	370	849	196	460	499	473
Average age	18.2	18.0	18.2	18.3	18.1	17.8	18.3	18.0	18.1
	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)
Number of respondents	349	436	548	370	849	196	460	499	473
Percentage who were male	44.7	53.2	57.7	46.4	55.4	53.5	53.6	50.7	53.9
	(4.3)	(4.3)	(4.0)	(3.7)	(3.2)	(5.3)	(4.0)	(4.0)	(4.0)
Number of respondents	349	436	548	370	849	196	460	499	473
Percentage who were:									
Black, not Hispanic	36.6	20.4	10.4	100	0.0	0.0	25.1	22.3	16.0
	(4.2)	(3.5)	(2.5)	(0.0)	(0.0)	(0.0)	(3.5)	(3.3)	(3.0)
White, not Hispanic	40.8	64.8	80.2	0.0	100	0.0	48.8	69.3	72.0
	(4.3)	(4.1)	(3.2)	(0.0)	(0.0)	(0.0)	(4.1)	(3.7)	(3.6)
Hispanic	19.9	11.8	4.1	0.0	0.0	100	23.8	5.8	5.2
	(3.5)	(2.8)	(1.6)	(0.0)	(0.0)	(0.0)	(3.5)	(1.9)	(1.8)
American Indian/Alaskan Native	0.4	0.0	0.6	0.0	0.0	0.0	0.3	0.2	0.6
	(0.5)	(0.0)	(0.6)	(0.0)	(0.0)	(0.0)	(0.4)	(0.4)	(0.6)
Asian/Pacific Islander	0.9	2.8	2.9	0.0	0.0	0.0	1.3	2.1	3.6
	(0.8)	(1.4)	(1.3)	(0.0)	(0.0)	(0.0)	(0.9)	(1.2)	(1.5)
Other	1.4	0.2	1.8	0.0	0.0	0.0	0.7	0.3	2.5
	(1.0)	(0.4)	(1.1)	(0.0)	(0.0)	(0.0)	(0.7)	(0.4)	(1.3)
Number of respondents	347	436	546	370	849	196	457	499	472
Percentage who spoke at home:									
English	70.8	75.3	81.5	68.1	81.7	55.8	68.2	82.1	77.0
	(4.0)	(3.7)	(3.1)	(3.5)	(2.5)	(5.3)	(3.8)	(3.1)	(3.4)
Another spoken language	5.7	4.3	1.5	1.5	0.9	22.1	7.5	2.1	2.3
	(2.0)	(1.8)	(1.0)	(0.9)	(0.6)	(4.5)	(2.1)	(1.2)	(1.2)
No spoken language	23.4	20.4	17.1	30.4	17.4	22.2	24.3	15.8	20.7
	(3.7)	(3.5)	(3.0)	(3.5)	(2.5)	(4.5)	(3.5)	(2.9)	(3.3)
Number of respondents	345	435	545	369	844	190	456	496	472

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Characteristics of Households	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in households with:												
A single parent	35.2	42.7	29.8	12.9	30.5	40.3	33.6	36.6	35.1	36.9	31.3	33.0
	(2.2)	(3.4)	(4.5)	(7.0)	(2.9)	(3.4)	(4.4)	(3.9)	(3.4)	(2.8)	(4.8)	(5.2)
Neither natural parent	5.6	7.5	4.5	4.3	6.3	4.9	6.1	5.9	5.1	5.6	7.2	4.6
	(1.1)	(1.8)	(2.1)	(4.3)	(1.6)	(1.5)	(2.3)	(2.0)	(1.6)	(1.4)	(2.7)	(2.4)
Other disabled children	14.5	17.1	17.1	7.3	15.2	13.6	18.3	17.2	9.7	15.6	12.9	12.1
	(1.6)	(2.6)	(3.7)	(5.4)	(2.3)	(2.4)	(3.6)	(3.1)	(2.1)	(2.1)	(3.4)	(3.6)
Disabled head of household	11.1	11.9	8.2	9.4	10.9	11.3	15.0	5.4	13.3	10.1	9.1	16.2
	(1.5)	(2.2)	(2.7)	(6.2)	(2.0)	(2.2)	(3.3)	(1.8)	(2.4)	(1.8)	(2.9)	(4.1)
Number of respondents	1384	482	338	48	734	650	365	469	550	883	260	239
Average number of children in household	2.4	2.6	2.2	2.5	2.4	2.5	2.7	2.6	2.2	2.6	2.3	2.2
	(0.1)	(0.1)	(0.1)	(0.3)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)
Number of respondents	1445	495	343	49	765	680	385	491	569	928	268	249
Percentage with head of household with highest education being:												
Some high school	34.9	35.3	23.5	45.7	35.6	34.2	34.2	30.8	38.8	33.1	39.3	37.0
	(2.2)	(3.3)	(4.2)	(10.4)	(3.0)	(3.3)	(4.4)	(3.8)	(3.5)	(2.8)	(5.1)	(5.3)
High school diploma	36.5	37.7	40.3	31.4	35.2	37.9	38.4	38.6	33.5	38.6	26.5	38.6
	(2.3)	(3.4)	(4.8)	(9.7)	(3.0)	(3.4)	(4.5)	(4.0)	(3.4)	(2.9)	(4.6)	(5.4)
Some college or 2-year degree	16.6	16.1	17.5	12.3	16.5	16.8	17.3	17.8	15.3	17.2	18.9	12.8
	(1.7)	(2.6)	(3.7)	(6.9)	(2.3)	(2.6)	(3.5)	(3.1)	(2.6)	(2.2)	(4.1)	(3.7)
4-year college degree or more	12.0	10.8	18.7	10.6	12.8	11.0	10.1	12.9	12.5	11.1	15.4	11.6
	(1.5)	(2.2)	(3.8)	(6.4)	(2.1)	(2.2)	(2.8)	(2.7)	(2.4)	(1.9)	(3.7)	(3.5)
Number of respondents	1432	488	339	49	756	676	380	489	563	920	264	248

Source: Parent interviews.

Table 2B: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Characteristics of Households	Regular School	Special School	Deaf	Hard of Hearing
Percentage in households with:				
A single parent	31.5	42.2	38.9	32.0
	(3.0)	(3.9)	(3.0)	(3.2)
Neither natural parent	6.0	4.7	7.0	4.5
	(1.5)	(1.7)	(1.6)	(1.5)
Other disabled children	14.5	10.6	13.1	15.6
	(2.3)	(2.4)	(2.0)	(2.5)
Disabled head of household	11.0	13.9	10.1	11.9
	(2.0)	(2.7)	(1.8)	(2.2)
Number of respondents	760	490	746	638
Average number of children in household	2.5	2.4	2.4	2.5
	(0.1)	(0.1)	(0.1)	(0.1)
Number of respondents	774	491	771	674
Percentage with head of household with highest education being:				
Some high school	31.8	39.4	33.6	36.1
	(3.0)	(3.8)	(2.9)	(3.3)
High school diploma	37.6	33.6	36.9	36.1
	(3.1)	(3.7)	(2.9)	(3.3)
Some college or 2-year degree	15.8	19.6	18.7	14.8
	(2.4)	(3.1)	(2.4)	(2.5)
4-year college degree or more	14.8	7.4	10.7	13.0
	(2.3)	(2.1)	(1.9)	(2.3)
Number of respondents	765	486	760	672

Source: Parent interviews.

Table 2C: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS

Characteristics of Households	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in households with:									
A single parent	68.3	35.9	8.3	62.0	26.3	36.3	41.0	35.8	27.5
	(4.0)	(4.2)	(2.2)	(3.7)	(2.9)	(5.1)	(4.0)	(3.9)	(3.6)
Neither natural parent	3.8	5.0	4.9	5.4	5.0	6.3	5.7	4.8	5.2
	(1.8)	(2.0)	(1.7)	(1.8)	(1.5)	(2.8)	(2.0)	(1.8)	(1.8)
Other disabled children	12.4	17.8	13.5	11.1	15.8	15.1	16.5	15.1	11.3
	(2.9)	(3.3)	(2.7)	(2.4)	(2.4)	(3.8)	(3.0)	(2.9)	(2.6)
Disabled head of household	14.5	14.3	4.9	8.6	13.4	5.3	15.4	12.1	4.1
	(3.1)	(3.0)	(1.7)	(2.2)	(2.2)	(2.4)	(2.9)	(2.6)	(1.6)
Number of respondents	316	406	543	340	807	170	432	475	458
Average number of children in household	2.6	2.5	2.3	2.7	2.2	3.2	2.7	2.4	2.3
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)
Number of respondents	348	436	548	357	827	192	459	499	473
Percentage with head of household with highest education being:									
Some high school	51.0	43.1	11.4	40.7	27.0	69.7	100	0.0	0.0
	(4.3)	(4.3)	(2.6)	(3.8)	(2.9)	(4.9)	(0.0)	(0.0)	(0.0)
High school diploma	35.9	38.5	36.1	38.0	40.2	17.8	0.0	100	0.0
	(4.2)	(4.2)	(3.9)	(3.7)	(3.2)	(4.1)	(0.0)	(0.0)	(0.0)
Some college or 2-year degree	11.7	13.1	24.8	13.8	19.1	6.2	0.0	0.0	58.1
	(2.8)	(2.9)	(3.5)	(2.7)	(2.6)	(2.6)	(0.0)	(0.0)	(4.0)
4-year college degree or more	1.4	5.3	27.7	7.5	13.6	6.3	0.0	0.0	41.9
	(1.0)	(1.9)	(3.6)	(2.0)	(2.2)	(2.6)	(0.0)	(0.0)	(4.0)
Number of respondents	346	435	544	354	822	190	460	499	473

Source: Parent interviews

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Characteristics of Households	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in household with 1986 annual income:												
Less than $12,000	30.4	39.2	19.9	18.9	26.2	35.0	30.6	30.7	30.0	33.1	24.8	26.6
	(2.3)	(3.6)	(4.1)	(8.3)	(2.9)	(3.4)	(4.5)	(4.0)	(3.5)	(2.9)	(4.7)	(5.1)
$12,000 to $24,999	34.9	32.1	32.6	41.5	35.7	34.0	37.6	35.0	33.0	34.9	34.5	35.2
	(2.3)	(3.4)	(4.8)	(10.5)	(3.2)	(3.4)	(4.7)	(4.1)	(3.5)	(3.0)	(5.2)	(5.5)
$25,000 to $37,999	18.5	16.0	20.2	21.6	20.6	16.2	15.1	15.8	22.9	16.0	21.8	23.9
	(1.9)	(2.7)	(4.1)	(8.7)	(2.7)	(2.7)	(3.5)	(3.1)	(3.2)	(2.3)	(4.5)	(4.9)
$38,000 to $50,000	9.6	7.2	12.9	17.9	9.8	9.4	11.6	9.0	8.7	9.7	11.4	7.8
	(1.4)	(1.9)	(3.4)	(8.2)	(2.0)	(2.1)	(3.1)	(2.5)	(2.1)	(1.8)	(3.5)	(3.1)
More than $50,000	6.6	5.5	14.4	0.2	7.7	5.4	5.1	9.4	5.3	6.4	7.5	6.5
	(1.2)	(1.7)	(3.6)	(0.8)	(1.8)	(1.6)	(2.1)	(2.5)	(1.7)	(1.5)	(2.9)	(2.8)
Number of respondents	1321	450	320	48	691	630	356	447	518	852	241	228
Percentage in households that received:												
Social Security Disability Income	10.3	10.8	7.0	7.6	8.8	12.1	9.4	5.9	14.6	8.3	8.0	19.0
	(1.4)	(2.1)	(2.5)	(5.4)	(1.8)	(2.2)	(2.7)	(1.9)	(2.5)	(1.6)	(2.8)	(4.3)
Social Security survivors benefits	7.1	7.2	3.4	12.1	4.8	9.7	5.4	7.5	8.0	6.6	8.5	7.6
	(1.2)	(1.8)	(1.8)	(6.8)	(1.4)	(2.0)	(2.1)	(2.1)	(1.9)	(1.5)	(2.8)	(2.9)
Supplemental Security Income	31.7	27.5	23.7	14.0	29.4	34.2	21.6	21.9	46.4	25.5	40.4	44.2
	(2.2)	(3.1)	(4.1)	(7.1)	(2.9)	(3.3)	(3.9)	(3.4)	(3.5)	(2.6)	(5.0)	(5.4)
Medicaid or equivalent	26.2	28.0	20.0	11.4	24.6	28.0	23.1	19.9	33.5	24.4	26.2	32.0
	(2.0)	(3.1)	(3.9)	(6.5)	(2.7)	(3.1)	(4.0)	(3.2)	(3.3)	(2.5)	(4.4)	(5.1)
Aid to Families with Dependent Children	9.0	11.5	7.6	6.3	8.0	10.2	10.8	8.8	8.0	10.2	6.1	7.8
	(1.3)	(2.2)	(2.6)	(5.1)	(1.7)	(2.1)	(2.9)	(2.3)	(1.9)	(1.8)	(2.4)	(2.9)
Public assistance	4.8	6.2	4.0	3.9	4.7	4.9	6.1	5.8	3.0	6.1	3.5	1.7
	(1.0)	(1.7)	(1.9)	(4.0)	(1.3)	(1.5)	(2.2)	(1.9)	(1.2)	(1.4)	(1.9)	(1.4)
Food stamps	17.0	20.8	11.7	18.5	14.6	19.6	20.4	16.7	14.9	19.3	10.8	14.8
	(1.7)	(2.8)	(3.1)	(8.0)	(2.2)	(2.7)	(3.8)	(3.0)	(2.5)	(2.3)	(3.1)	(3.9)
Other benefits	9.9	8.1	9.3	16.3	11.0	8.6	11.1	11.1	8.0	10.4	8.7	9.0
	(1.4)	(1.9)	(2.8)	(7.6)	(2.0)	(1.9)	(2.9)	(2.6)	(1.9)	(1.8)	(2.9)	(3.1)
None of these benefits	45.4	45.8	56.1	57.3	47.9	42.6	54.9	52.5	33.3	50.5	40.0	33.5
	(2.3)	(3.4)	(4.8)	(10.2)	(3.1)	(3.4)	(4.6)	(4.1)	(3.3)	(3.0)	(4.9)	(5.2)
Number of respondents	1431	488	338	48	754	677	381	488	561	919	264	246

Source: Parent interviews.

Table 28: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

Characteristics of Households	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Percentage in household with 1986 annual income:				
Less than $12,000	25.9	38.6	33.5	27.8
	(2.9)	(4.0)	(3.0)	(3.2)
$12,000 to $24,999	34.5	35.3	32.6	36.8
	(3.2)	(4.0)	(3.0)	(3.5)
$25,000 to $37,999	19.4	15.0	18.4	18.5
	(2.7)	(3.0)	(2.5)	(2.8)
$38,000 to $50,000	11.4	7.0	9.0	10.1
	(2.1)	(2.1)	(1.8)	(2.2)
More than $50,000	8.8	4.0	6.5	6.7
	(1.9)	(1.6)	(1.6)	(1.8)
Number of respondents	714	442	701	620
Percentage in households that received:				
Social Security Disability Income	8.8	12.6	12.6	8.4
	(1.8)	(2.6)	(2.0)	(1.9)
Social Security survivors benefits	6.8	7.5	8.6	5.9
	(1.6)	(2.1)	(1.7)	(1.6)
Supplemental Security Income	22.4	49.8	46.9	18.7
	(2.7)	(3.9)	(3.0)	(2.7)
Medicaid or equivalent	20.2	34.7	33.4	20.1
	(2.6)	(3.7)	(2.8)	(2.8)
Aid to Families with Dependent Children	7.8	10.4	9.5	8.6
	(1.7)	(2.4)	(1.8)	(1.9)
Public assistance	4.8	4.2	4.2	5.3
	(1.4)	(1.6)	(1.2)	(1.6)
Food stamps	15.5	18.6	15.3	18.4
	(2.3)	(3.0)	(2.1)	(2.7)
Other benefits	10.4	7.0	8.6	11.0
	(2.0)	(2.0)	(1.7)	(2.2)
None of these benefits	52.9	32.0	35.4	54.0
	(3.2)	(3.6)	(2.8)	(3.5)
Number of respondents	764	486	760	669

Source: Parent interviews.

Table 2C: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Characteristics of Households	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in household with 1986 annual income:									
Less than $12,000	100	0.0	0.0	50.9	19.7	52.1	44.8	29.5	13.9
	(0.0)	(0.0)	(0.0)	(4.0)	(2.7)	(5.7)	(4.3)	(3.8)	(2.9)
$12,000 to $24,999	0.0	100	0.0	32.7	36.1	35.5	43.6	36.5	22.6
	(0.0)	(0.0)	(0.0)	(3.7)	(3.3)	(5.5)	(4.3)	(4.0)	(3.5)
$25,000 to $37,999	0.0	0.0	53.3	8.8	23.2	10.1	9.1	20.5	27.3
	(0.0)	(0.0)	(4.0)	(2.3)	(2.9)	(3.5)	(2.5)	(3.4)	(3.8)
$38,000 to $50,000	0.0	0.0	27.7	5.6	12.5	1.7	2.0	9.2	19.4
	(0.0)	(0.0)	(3.6)	(1.8)	(2.3)	(1.5)	(1.2)	(2.4)	(3.3)
More than $50,000	0.0	0.0	19.0	1.9	8.6	0.7	0.6	4.4	16.9
	(0.0)	(0.0)	(3.2)	(1.1)	(1.9)	(0.9)	(0.6)	(1.7)	(3.2)
Number of respondents	349	436	536	330	761	169	408	470	436
Percentage in households that received:									
Social Security Disability Income	16.2	11.0	4.9	11.5	9.6	14.0	17.5	7.2	5.3
	(3.2)	(2.7)	(1.7)	(2.5)	(1.9)	(3.7)	(3.1)	(2.1)	(1.8)
Social Security survivors benefits	11.0	7.6	3.5	7.2	6.8	7.4	8.8	7.1	5.3
	(2.7)	(2.3)	(1.5)	(2.0)	(1.7)	(2.8)	(2.3)	(2.1)	(1.8)
Supplemental Security Income	49.8	28.7	20.6	51.7	25.9	30.7	40.2	30.8	23.1
	(4.3)	(3.9)	(3.2)	(3.8)	(2.9)	(4.9)	(4.0)	(3.7)	(3.4)
Medicaid or equivalent	46.9	23.6	11.9	43.6	18.1	34.5	36.4	25.0	15.2
	(4.3)	(3.7)	(2.6)	(3.8)	(2.5)	(5.1)	(3.9)	(3.5)	(2.9)
Aid to Families with Dependent Children	22.0	7.5	0.2	18.9	5.7	7.4	12.6	9.2	4.4
	(3.6)	(2.3)	(0.3)	(3.0)	(1.5)	(2.8)	(2.7)	(2.3)	(1.7)
Public assistance	12.0	3.6	0.3	9.5	2.8	8.5	7.6	5.4	0.7
	(2.8)	(1.6)	(0.4)	(2.3)	(1.1)	(3.0)	(2.2)	(1.8)	(0.7)
Food stamps	45.0	10.7	0.5	33.5	9.4	28.3	27.5	15.5	6.1
	(4.3)	(2.7)	(0.6)	(3.6)	(1.9)	(4.8)	(3.6)	(2.9)	(1.9)
Other benefits	7.8	11.5	10.6	9.1	8.5	13.4	9.5	10.9	9.1
	(2.3)	(2.8)	(2.5)	(2.2)	(1.8)	(3.6)	(2.4)	(2.5)	(2.3)
None of these benefits	15.1	51.0	62.4	25.7	53.5	39.1	32.3	44.9	61.2
	(3.1)	(4.3)	(3.9)	(3.3)	(3.3)	(5.2)	(3.8)	(4.0)	(3.9)
Number of respondents	342	433	545	352	818	190	454	494	468

Source: Parent interviews

Table 3A: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH HEARING IMPAIRMENTS ATTENDED SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status		
Community Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage who attended school in area that was:												
Urban	42.0	100	0.0	0.0	39.1	45.1	48.8	37.4	41.2	42.2	44.9	38.7
	(2.8)	(0.0)	(0.0)	(0.0)	(3.9)	(4.1)	(5.3)	(4.7)	(4.6)	(3.6)	(5.9)	(7.1)
Suburban	38.7	0.0	100	0.0	40.7	36.5	31.2	42.5	40.9	37.4	41.8	38.8
	(2.8)	(0.0)	(0.0)	(0.0)	(3.9)	(3.9)	(4.9)	(4.8)	(4.5)	(3.5)	(5.9)	(7.1)
Rural	19.3	0.0	0.0	100	20.1	18.4	20.0	20.1	17.9	20.4	13.4	22.5
	(2.2)	(0.0)	(0.0)	(0.0)	(3.2)	(3.2)	(4.3)	(3.9)	(3.5)	(2.9)	(4.1)	(6.1)
Number of respondents	995	537	397	61	508	487	296	353	346	644	198	146
Percentage unemployed in county in which youth attended school	7.6	7.3	6.6	11.2	7.6	7.6	7.5	7.6	7.7	7.7	7.2	7.8
	(0.1)	(0.1)	(0.2)	(0.9)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)	(0.3)	(0.3)
Number of respondents	1688	537	397	61	898	788	441	569	678	1031	327	310
Average monthly salary for service occupations in county in which youth attended school	1530	1682	1585	1233	1527	1533	1555	1534	1510	1530	1558	1491
	(12.0)	(16.2)	(24.5)	(31.3)	(16.3)	(17.8)	(24.2)	(21.1)	(18.2)	(15.6)	(23.7)	(29.6)
Number of respondents	1688	537	397	61	898	788	441	569	678	1031	327	310

Source: Bureau of Labor Statistics.

Table 3B: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH HEARING IMPAIRMENTS ATTENDED SECONDARY SCHOOL

	Type of School Attended		Degree of Hearing Loss	
Community Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Percentage who attended school in area that was:				
Urban	42.2	51.9	41.8	42.1
	(3.0)	(10.6)	(4.3)	(3.6)
Suburban	39.2	38.7	50.5	33.6
	(3.0)	(10.3)	(4.3)	(3.4)
Rural	18.7	9.4	7.7	24.3
	(2.4)	(6.2)	(2.3)	(3.1)
Number of respondents	861	73	370	622
Percentage unemployed in county in which youth attended school	7.8	7.4	7.2	7.9
	(0.2)	(0.2)	(0.1)	(0.2)
Number of respondents	890	597	919	765
Average monthly salary for service occupations in county in which youth attended school	1551	1448	1525	1534
	(17.8)	(15.2)	(14.9)	(18.6)
Number of respondents	890	597	919	765

Source: Bureau of Labor Statistics.

Table 3C: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH HEARING IMPAIRMENTS ATTENDED SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Community Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended school in area that was:									
Urban	60.8	41.2	32.9	63.9	28.6	82.6	47.7	44.2	39.8
	(5.7)	(5.7)	(4.6)	(5.0)	(3.8)	(4.9)	(5.6)	(5.0)	(4.9)
Suburban	27.2	36.8	48.6	33.2	46.2	9.4	27.9	41.4	46.9
	(5.2)	(5.6)	(4.9)	(4.9)	(4.2)	(3.8)	(5.1)	(5.0)	(5.0)
Rural	12.0	22.0	18.5	2.9	25.1	8.0	24.4	14.5	13.3
	(3.8)	(4.8)	(3.8)	(1.8)	(3.6)	(3.5)	(4.8)	(3.6)	(3.4)
Number of respondents	200	250	374	198	513	135	249	314	313
Percentage unemployed in county in which youth attended school	8.1	7.2	7.0	7.6	7.3	7.5	7.8	7.3	6.9
	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.4)	(0.3)	(0.2)	(0.2)
Number of respondents	349	436	548	370	849	196	460	499	473
Average monthly salary for service occupations in county in which youth attended school	1551	1489	1566	1561	1472	1764	1532	1505	1587
	(23.1)	(24.5)	(21.7)	(19.3)	(16.6)	(27.5)	(23.6)	(21.1)	(21.9)
Number of respondents	349	436	548	370	849	196	460	499	473

Source: Bureau of Labor Statistics.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with an additional disability that was:												
Learning disability	7.3	3.6	9.3	16.8	9.2	5.2	4.5	9.4	7.4	7.8	6.1	7.5
	(1.1)	(1.2)	(2.6)	(6.9)	(1.7)	(1.4)	(1.8)	(2.2)	(1.7)	(1.5)	(2.2)	(2.6)
Emotional disturbance	2.5	0.1	1.6	3.6	2.3	2.7	0.8	4.8	1.8	3.1	2.0	0.9
	(0.7)	(0.2)	(1.1)	(3.5)	(0.9)	(1.0)	(0.8)	(1.6)	(0.9)	(1.0)	(1.3)	(0.9)
Speech impairment	31.1	30.4	41.0	21.6	29.6	32.8	24.9	37.9	29.5	32.3	32.5	26.3
	(2.0)	(3.0)	(4.4)	(7.6)	(2.7)	(3.0)	(3.8)	(3.7)	(3.0)	(2.6)	(4.3)	(4.3)
Mental retardation	8.2	7.2	7.2	13.3	7.1	9.5	6.2	6.7	10.7	8.4	8.4	6.7
	(1.2)	(1.7)	(2.3)	(6.3)	(1.5)	(1.9)	(2.1)	(1.9)	(2.0)	(1.6)	(2.5)	(2.5)
Visual impairment	1.4	0.6	2.9	2.1	1.4	1.3	0.3	2.4	1.3	1.8	1.0	0.4
	(0.5)	(0.5)	(1.5)	(2.6)	(0.7)	(0.7)	(0.5)	(1.1)	(0.7)	(0.8)	(0.9)	(0.6)
Hard of hearing	---	---	---	---	---	---	---	---	---	---	---	---
Deafness	---	---	---	---	---	---	---	---	---	---	---	---
Orthopedic impairment	3.8	2.1	5.0	2.9	4.3	3.4	3.1	3.4	4.7	3.6	6.8	2.2
	(0.8)	(0.9)	(2.0)	(3.1)	(1.2)	(1.2)	(1.5)	(1.4)	(1.4)	(1.0)	(2.3)	(1.4)
Other health impairment	2.8	2.4	2.5	3.5	3.3	2.2	2.3	2.3	3.6	2.1	5.2	2.5
	(0.7)	(1.0)	(1.4)	(3.4)	(1.0)	(0.9)	(1.3)	(1.1)	(1.2)	(0.8)	(2.0)	(1.5)
Number of respondents	1688	537	397	61	898	788	441	569	678	1031	327	310
Percentage with parents who said youth began having trouble with disability at:												
Birth	55.4	53.9	55.8	35.0	53.8	57.2	45.7	55.2	62.1	53.0	61.1	58.1
	(2.3)	(3.5)	(4.9)	(9.8)	(3.2)	(3.5)	(4.8)	(4.1)	(3.5)	(3.0)	(5.1)	(5.4)
Under 3 years of age	15.8	12.7	15.6	10.1	16.3	15.2	17.6	18.7	12.2	17.4	12.2	13.7
	(1.7)	(2.4)	(3.6)	(6.2)	(2.4)	(2.5)	(3.6)	(3.2)	(2.4)	(2.3)	(3.4)	(3.8)
3 to 5 years of age	16.5	16.0	16.2	30.4	16.3	16.7	18.8	17.2	14.3	17.5	15.1	14.2
	(1.8)	(2.6)	(3.6)	(9.4)	(2.4)	(2.6)	(3.7)	(3.1)	(2.5)	(2.3)	(3.7)	(3.8)
6 to 12 years of age	11.4	16.5	12.0	21.9	13.1	9.4	17.7	8.4	9.5	11.4	11.2	11.4
	(1.5)	(2.6)	(3.2)	(8.5)	(2.2)	(2.0)	(3.6)	(2.3)	(2.1)	(1.9)	(3.3)	(3.5)
More than 12 years of age	1.0	1.0	0.4	2.6	0.5	1.4	0.2	0.5	1.8	0.6	0.4	2.6
	(0.5)	(0.7)	(0.6)	(3.3)	(0.5)	(0.8)	(0.5)	(0.6)	(1.0)	(0.5)	(0.6)	(1.7)
Number of respondents	1421	469	339	50	752	669	375	486	560	909	262	250

Source: Parent interviews and students' school records.

Table 4B: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS

Characteristics of Youth	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Percentage with an additional disability that was:				
Learning disability	9.0	6.0	6.9	7.7
	(1.7)	(1.7)	(1.4)	(1.7)
Emotional disturbance	1.5	5.0	2.9	2.1
	(0.7)	(1.5)	(0.9)	(0.9)
Speech impairment	35.0	33.6	31.8	30.4
	(2.8)	(3.3)	(2.5)	(3.0)
Mental retardation	7.3	12.7	9.6	6.9
	(1.5)	(2.3)	(1.6)	(1.6)
Visual impairment	2.0	0.8	1.7	1.1
	(0.8)	(0.6)	(0.7)	(0.7)
Hard of hearing	---	---	---	---
Deafness	---	---	---	---
Orthopedic impairment	3.0	5.4	5.1	2.8
	(1.0)	(1.6)	(1.2)	(1.1)
Other health impairment	2.0	4.2	3.5	2.2
	(0.8)	(1.4)	(1.0)	(0.9)
Number of respondents	890	597	919	765
Percentage with parents who said youth began having trouble with disability at:				
Birth	48.6	66.1	67.1	45.2
	(3.3)	(3.7)	(2.8)	(3.5)
Under 3 years of age	13.8	20.3	19.4	12.7
	(2.3)	(3.2)	(2.4)	(2.4)
3 to 5 years of age	19.7	11.0	10.5	21.7
	(2.6)	(2.5)	(1.9)	(2.9)
6 to 12 years of age	16.9	2.1	2.7	18.9
	(2.4)	(1.1)	(1.0)	(2.8)
More than 12 years of age	1.1	0.4	0.4	1.5
	(0.7)	(0.5)	(0.4)	(0.9)
Number of respondents	753	483	768	653

Source: Parent interviews and students' school records.

Table 4C: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Characteristics of Youth	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with an additional disability that was:									
Learning disability	3.3	8.8	11.3	2.2	9.0	5.6	8.5	6.7	7.8
	(1.5)	(2.5)	(2.5)	(1.1)	(1.9)	(2.4)	(2.3)	(2.0)	(2.2)
Emotional disturbance	0.7	3.1	3.7	1.5	3.2	0.9	3.5	1.6	2.7
	(0.7)	(1.5)	(1.5)	(0.9)	(1.1)	(1.0)	(1.5)	(1.0)	(1.3)
Speech impairment	32.7	32.3	28.9	35.3	31.3	18.0	30.5	28.8	34.2
	(4.1)	(4.0)	(3.6)	(3.6)	(3.0)	(4.1)	(3.7)	(3.6)	(3.8)
Mental retardation	11.8	6.0	4.0	14.8	5.2	3.1	10.5	4.6	5.9
	(2.8)	(2.1)	(1.6)	(2.7)	(1.4)	(1.8)	(2.5)	(1.7)	(1.9)
Visual impairment	3.1	1.2	0.8	0.8	1.8	1.7	0.9	2.7	1.0
	(1.5)	(1.0)	(0.7)	(0.7)	(0.9)	(1.4)	(0.8)	(1.3)	(0.8)
Hard of hearing	---	---	---	---	---	---	---	---	---
Deafness	---	---	---	---	---	---	---	---	---
Orthopedic impairment	3.8	3.2	4.5	2.7	4.7	1.9	2.3	3.0	6.7
	(1.7)	(1.5)	(1.7)	(1.2)	(1.4)	(1.5)	(1.2)	(1.4)	(2.0)
Other health impairment	4.5	2.8	2.6	3.7	2.8	3.4	3.3	2.6	3.5
	(1.8)	(1.4)	(1.3)	(1.4)	(1.1)	(1.9)	(1.4)	(1.3)	(1.5)
Number of respondents	349	436	548	370	849	196	460	499	473
Percentage with parents who said youth began having trouble with disability at:									
Birth	53.9	52.7	60.3	47.4	58.7	52.3	48.7	58.1	60.5
	(4.4)	(4.4)	(4.0)	(3.8)	(3.2)	(5.6)	(4.2)	(4.1)	(4.0)
Under 3 years of age	18.7	13.4	15.6	21.7	15.9	7.9	14.8	16.4	16.5
	(3.5)	(3.0)	(3.0)	(3.1)	(2.4)	(3.0)	(3.0)	(3.0)	(3.0)
3 to 5 years of age	14.6	18.7	14.5	17.6	15.0	19.2	19.7	13.9	15.0
	(3.1)	(3.5)	(2.9)	(2.9)	(2.3)	(4.4)	(3.3)	(2.8)	(2.9)
6 to 12 years of age	11.7	14.3	9.4	11.3	9.8	20.6	15.9	10.2	7.4
	(2.9)	(3.1)	(2.4)	(2.4)	(2.0)	(4.5)	(3.1)	(2.5)	(2.1)
More than 12 years of age	1.1	0.9	0.1	2.0	0.6	0.0	0.9	1.4	0.6
	(0.9)	(0.8)	(0.3)	(1.1)	(0.5)	(0.0)	(0.8)	(1.0)	(0.6)
Number of respondents	333	414	533	355	818	179	429	479	463

Source: Parent interviews and students' school records.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Characteristics of Youth	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with parents who said youth began receiving special services for disability at:												
Birth	7.0	4.9	7.9	0.0	6.7	7.3	6.4	5.9	8.4	6.9	7.0	7.4
	(1.2)	(1.5)	(2.7)	(0.0)	(1.6)	(1.8)	(2.3)	(1.9)	(2.0)	(1.5)	(2.6)	(2.9)
Under 3 years of age	24.4	18.6	32.8	11.5	24.4	24.4	23.7	26.9	22.8	25.2	22.0	23.8
	(2.0)	(2.8)	(4.6)	(6.6)	(2.8)	(3.0)	(4.1)	(3.6)	(3.0)	(2.6)	(4.3)	(4.7)
3 to 5 years of age	37.2	34.8	33.2	41.5	36.8	37.6	36.8	40.4	34.7	39.0	37.9	30.1
	(2.3)	(3.4)	(4.6)	(10.3)	(3.1)	(3.4)	(4.6)	(4.0)	(3.4)	(2.9)	(5.0)	(5.1)
6 to 12 years of age	27.9	35.7	23.7	42.9	28.0	27.8	29.4	24.6	29.7	25.6	30.7	33.2
	(2.1)	(3.4)	(4.2)	(10.3)	(2.9)	(3.1)	(4.4)	(3.5)	(3.3)	(2.6)	(4.8)	(5.2)
More than 12 years of age	3.5	5.9	2.4	4.1	4.1	2.9	3.7	2.3	4.4	3.2	2.4	5.5
	(0.9)	(1.7)	(1.5)	(4.2)	(1.3)	(1.2)	(1.8)	(1.2)	(1.5)	(1.1)	(1.6)	(2.5)
Number of respondents	1412	472	337	48	747	665	373	483	556	904	261	247
Percentage with IQ of:												
33 or lower	0.5	1.9	0.0	0.0	0.5	0.5	0.7	0.0	0.7	0.4	0.7	0.0
	(0.4)	(1.3)	(0.0)	(0.0)	(0.6)	(0.6)	(1.0)	(0.0)	(0.8)	(0.5)	(1.1)	(0.0)
34 to 50	2.8	2.2	4.6	4.3	3.3	2.2	4.2	0.8	3.7	2.5	0.5	4.3
	(1.0)	(1.4)	(2.5)	(5.5)	(1.5)	(1.3)	(2.5)	(0.9)	(1.8)	(1.2)	(0.9)	(3.7)
51 to 70	9.5	5.8	5.6	24.8	9.0	10.2	10.5	7.8	10.5	11.3	8.0	4.4
	(1.8)	(2.3)	(2.7)	(11.8)	(2.4)	(2.7)	(3.7)	(2.8)	(3.0)	(2.4)	(3.5)	(3.7)
71 to 90	36.5	39.4	37.2	44.7	33.7	39.9	26.8	38.4	41.1	34.2	39.2	47.6
	(3.0)	(4.8)	(5.8)	(13.5)	(4.0)	(4.4)	(5.4)	(5.1)	(4.8)	(3.6)	(6.3)	(9.1)
91 to 110	37.6	37.4	40.7	25.1	37.1	38.1	40.6	40.7	32.7	40.1	32.0	32.3
	(3.0)	(4.7)	(5.9)	(11.8)	(4.1)	(4.4)	(6.0)	(5.1)	(4.6)	(3.7)	(6.0)	(8.5)
Higher than 110	13.1	13.3	11.8	1.0	16.4	9.2	17.1	12.3	11.3	11.6	19.6	11.4
	(2.1)	(3.3)	(3.9)	(2.7)	(3.1)	(2.6)	(4.6)	(3.4)	(3.1)	(2.4)	(5.1)	(5.8)
Number of respondents	806	234	223	27	425	379	210	297	299	543	158	94
Average IQ	91.0	91.2	90.8	82.3	92.2	89.6	92.1	93.0	88.4	90.7	93.7	89.6
	(1.2)	(2.0)	(2.1)	(3.8)	(1.7)	(1.6)	(2.5)	(1.7)	(1.9)	(1.4)	(2.5)	(3.0)
Number of respondents	806	234	223	27	425	379	210	297	299	543	158	94

Source: Parent interviews and students' school records.

Table 4B: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

Characteristics of Youth	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Percentage with parents who said youth began receiving special services for disability at:				
Birth	4.8	11.5	11.5	3.1
	(1.4)	(2.6)	(1.9)	(1.2)
Under 3 years of age	23.3	27.8	32.5	17.5
	(2.8)	(3.6)	(2.9)	(2.7)
3 to 5 years of age	35.3	41.8	37.2	37.1
	(3.1)	(4.0)	(3.0)	(3.4)
6 to 12 years of age	32.7	16.7	16.7	37.5
	(3.1)	(3.0)	(2.3)	(3.4)
More than 12 years of age	4.0	2.2	2.0	4.8
	(1.3)	(1.2)	(0.9)	(1.5)
Number of respondents	754	472	758	654
Percentage with IQ of:				
33 or lower	0.4	0.6	0.6	0.3
	(0.5)	(0.7)	(0.6)	(0.6)
34 to 50	3.0	2.4	2.5	3.1
	(1.4)	(1.4)	(1.2)	(1.7)
51 to 70	8.4	11.5	9.0	9.9
	(2.3)	(2.9)	(2.1)	(2.9)
71 to 90	38.9	32.2	32.1	40.7
	(3.9)	(4.3)	(3.5)	(4.8)
91 to 110	38.4	36.2	38.5	37.0
	(3.9)	(4.4)	(3.6)	(4.7)
Higher than 110	10.9	17.2	17.4	9.0
	(2.5)	(3.5)	(2.8)	(2.8)
Number of respondents	476	330	469	333
Average IQ	90.5	92.0	93.1	89.1
	(1.4)	(1.9)	(1.5)	(1.7)
Number of respondents	476	330	469	333

Source: Parent interviews and students' school records.

Table 4C: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

Characteristics of Youth	Household Income: Under $12,000	Household Income: 12,000-$24,999	Household Income: $25,000 and Over	Ethnicity: Black	Ethnicity: White	Ethnicity: Hispanic	Head of Household's Education: No High School Diploma	Head of Household's Education: High School Diploma	Head of Household's Education: Beyond High School
Percentage with parents who said youth began receiving special services for disability at:									
Birth	7.9	6.0	7.1	7.8	7.5	4.2	4.7	9.0	7.3
	(2.4)	(2.1)	(2.1)	(2.1)	(1.7)	(2.2)	(1.8)	(2.3)	(2.1)
Under 3 years of age	17.4	24.2	31.7	19.8	29.5	8.9	14.7	25.8	35.0
	(3.4)	(3.8)	(3.8)	(3.1)	(3.0)	(3.2)	(3.0)	(3.6)	(3.9)
3 to 5 years of age	38.7	37.0	35.4	35.6	38.7	34.7	39.5	38.0	31.8
	(4.4)	(4.3)	(3.9)	(3.7)	(3.2)	(5.3)	(4.1)	(4.0)	(3.8)
6 to 12 years of age	31.9	28.7	24.2	33.8	21.9	44.3	36.8	23.5	23.4
	(4.2)	(4.0)	(3.5)	(3.6)	(2.7)	(5.5)	(4.1)	(3.5)	(3.5)
More than 12 years of age	4.2	4.0	1.6	3.0	2.4	7.9	4.3	3.8	2.5
	(1.8)	(1.7)	(1.0)	(1.3)	(1.0)	(3.0)	(1.7)	(1.6)	(1.3)
Number of respondents	328	416	533	346	817	180	426	481	461
Percentage with IQ of:									
33 or lower	1.4	0.0	0.0	1.6	0.2	0.0	1.2	0.0	0.4
	(1.6)	(0.0)	(0.0)	(1.4)	(0.4)	(0.0)	(1.4)	(0.0)	(0.7)
34 to 50	1.6	0.3	3.2	3.0	1.9	0.0	1.6	1.6	3.1
	(1.7)	(0.7)	(2.0)	(2.0)	(1.2)	(0.0)	(1.6)	(1.5)	(2.0)
51 to 70	14.5	7.8	5.5	16.5	6.2	4.1	15.9	4.7	5.5
	(4.7)	(3.4)	(2.6)	(4.3)	(2.2)	(4.6)	(4.6)	(2.5)	(2.6)
71 to 90	43.0	41.1	28.3	49.7	31.4	55.1	46.6	37.1	28.1
	(6.6)	(6.3)	(5.1)	(5.8)	(4.2)	(11.5)	(6.3)	(5.7)	(5.2)
91 to 110	34.2	39.0	44.7	28.4	44.0	36.0	25.6	47.9	43.4
	(6.4)	(6.2)	(5.7)	(5.2)	(4.5)	(11.1)	(5.5)	(5.8)	(5.7)
Higher than 110	5.3	11.8	18.4	0.9	16.3	4.8	9.1	8.8	19.5
	(3.0)	(4.1)	(4.4)	(1.1)	(3.3)	(4.9)	(3.7)	(3.3)	(4.6)
Number of respondents	145	196	266	166	426	51	188	234	225
Average IQ	86.4	92.8	95.0	82.7	94.5	90.1	86.1	91.9	96.6
	(2.3)	(2.1)	(2.2)	(1.9)	(1.6)	(3.1)	(2.2)	(1.7)	(2.3)
Number of respondents	145	196	266	166	426	51	188	234	225

Source: Parent interviews and students' school records.

Table 5A: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Reported Self-Care Skills of Youth	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage able to dress themselves completely:												
Very well	93.8	93.3	95.7	95.2	94.1	93.5	95.3	95.2	91.7	94.6	90.8	94.1
	(1.1)	(1.7)	(2.0)	(4.4)	(1.5)	(1.7)	(2.0)	(1.8)	(2.0)	(1.3)	(3.0)	(2.6)
Pretty well	5.5	5.2	4.2	4.8	5.3	5.7	3.9	4.2	7.7	4.6	8.5	5.7
	(1.1)	(1.5)	(2.0)	(4.4)	(1.4)	(1.6)	(1.8)	(1.6)	(1.9)	(1.2)	(2.9)	(2.5)
Not very well	0.7	1.6	0.0	0.0	0.5	0.8	0.8	0.6	0.6	0.8	0.7	0.3
	(0.4)	(0.9)	(0.0)	(0.0)	(0.5)	(0.6)	(0.8)	(0.6)	(0.6)	(0.5)	(0.9)	(0.5)
Not at all well	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0
	(0.1)	(0.0)	(0.3)	(0.0)	(0.1)	(0.0)	(0.0)	(0.2)	(0.0)	(0.1)	(0.0)	(0.0)
Number of respondents	1441	487	342	50	761	680	388	488	565	921	269	251
Percentage able to feed themselves:												
Very well	96.2	95.1	95.5	100	96.5	95.9	98.1	97.6	93.8	97.4	94.2	94.3
	(0.9)	(1.5)	(2.0)	(0.0)	(1.2)	(1.4)	(1.3)	(1.3)	(1.7)	(1.0)	(2.4)	(2.5)
Pretty well	3.1	3.6	4.0	0.0	3.1	3.2	1.6	2.4	4.8	2.2	3.9	5.4
	(0.8)	(1.3)	(1.9)	(0.0)	(1.1)	(1.2)	(1.2)	(1.3)	(1.5)	(0.9)	(2.0)	(2.5)
Not very well	0.5	1.1	0.5	0.0	0.2	0.8	0.2	0.0	1.1	0.3	1.6	0.2
	(0.3)	(0.7)	(0.7)	(0.0)	(0.3)	(0.6)	(0.4)	(0.0)	(0.8)	(0.3)	(1.3)	(0.5)
Not at all well	0.1	0.2	0.0	0.0	0.1	0.1	0.0	0.0	0.3	0.1	0.3	0.0
	(0.2)	(0.3)	(0.0)	(0.0)	(0.2)	(0.2)	(0.0)	(0.0)	(0.4)	(0.2)	(0.5)	(0.0)
Number of respondents	1440	486	342	50	762	678	388	489	563	921	268	251
Percentage able to get places outside the home:												
Very well	90.8	89.9	94.1	95.2	92.6	88.7	91.5	93.9	87.7	91.5	87.5	91.5
	(1.4)	(2.1)	(2.3)	(4.4)	(1.7)	(2.2)	(2.6)	(2.0)	(2.4)	(1.7)	(3.4)	(3.1)
Pretty well	5.7	7.0	3.9	4.5	4.0	7.7	6.0	4.1	7.0	5.2	7.0	6.2
	(1.1)	(1.8)	(1.9)	(4.3)	(1.2)	(1.9)	(2.2)	(1.6)	(1.8)	(1.3)	(2.6)	(2.6)
Not very well	1.9	1.8	1.6	0.2	1.5	2.3	1.6	1.4	2.5	1.5	4.1	1.1
	(0.6)	(0.9)	(1.2)	(1.0)	(0.8)	(1.1)	(1.2)	(1.0)	(1.1)	(0.7)	(2.0)	(1.1)
Not at all well	1.6	1.3	0.4	0.0	1.8	1.2	1.0	0.6	2.7	1.7	1.4	1.2
	(0.6)	(0.8)	(0.6)	(0.0)	(0.8)	(0.8)	(0.9)	(0.6)	(1.2)	(0.8)	(1.2)	(1.2)
Number of respondents	1435	485	341	50	761	674	386	487	562	916	268	251
Average self-care skills scale score:*												
Low (3-8)	1.2	1.4	0.0	0.0	1.4	0.9	1.6	0.4	1.6	1.2	1.6	0.7
	(0.5)	(0.8)	(0.0)	(0.0)	(0.8)	(0.7)	(1.2)	(0.5)	(0.9)	(0.7)	(1.3)	(0.9)
Medium (9-11)	10.6	10.9	8.8	5.0	9.3	12.1	8.8	9.1	13.2	9.9	14.9	9.1
	(1.4)	(2.2)	(2.8)	(4.5)	(1.8)	(2.3)	(2.6)	(2.4)	(2.4)	(1.8)	(3.7)	(3.1)
High (12)	88.2	87.8	91.2	95.0	89.3	87.0	89.7	90.6	85.2	88.9	83.5	90.3
	(1.5)	(2.3)	(2.8)	(4.5)	(2.0)	(2.3)	(2.8)	(2.4)	(2.6)	(1.9)	(3.8)	(3.2)
Number of respondents	1432	484	341	50	760	672	386	486	560	914	267	251

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* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 58: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH HEARING IMPAIRMENTS

Reported Self-Care Skills of Youth	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Percentage able to dress themselves completely:				
Very well	95.0	91.2	92.8	94.7
	(1.4)	(2.2)	(1.6)	(1.6)
Pretty well	4.6	7.4	6.2	4.9
	(1.4)	(2.0)	(1.5)	(1.5)
Not very well	0.5	1.3	1.0	0.3
	(0.4)	(0.9)	(0.6)	(0.4)
Not at all well	0.0	0.1	0.1	0.0
	(0.0)	(0.2)	(0.1)	(0.0)
Number of respondents	766	497	773	668
Percentage able to feed themselves:				
Very well	97.0	94.3	95.7	96.7
	(1.1)	(1.8)	(1.2)	(1.2)
Pretty well	2.6	4.6	3.8	2.6
	(1.0)	(1.6)	(1.2)	(1.1)
Not very well	0.4	0.7	0.3	0.7
	(0.4)	(0.7)	(0.3)	(0.6)
Not at all well	0.0	0.4	0.3	0.0
	(0.0)	(0.5)	(0.3)	(0.0)
Number of respondents	766	496	772	668
Percentage able to get places outside the home:				
Very well	93.2	86.5	87.0	94.1
	(1.6)	(2.7)	(2.0)	(1.7)
Pretty well	5.5	6.0	6.9	4.7
	(1.5)	(1.8)	(1.5)	(1.5)
Not very well	0.9	3.6	3.1	0.8
	(0.6)	(1.5)	(1.1)	(0.6)
Not at all well	0.4	3.9	3.0	0.3
	(0.4)	(1.5)	(1.0)	(0.4)
Number of respondents	763	494	770	665
Average self-care skills scale score:*				
Low (3-8)	0.4	2.4	1.9	0.6
	(0.4)	(1.2)	(0.8)	(0.5)
Medium (9-11)	7.9	15.9	14.7	7.1
	(1.7)	(2.9)	(2.1)	(1.8)
High (12)	91.7	81.7	83.4	92.3
	(1.8)	(3.0)	(2.3)	(1.9)
Number of respondents	763	491	767	665

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* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 5C: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Reported Self-Care Skills of Youth	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to dress themselves completely:									
Very well	91.4	95.2	95.4	95.6	94.5	89.1	91.8	95.1	95.2
	(2.4)	(1.9)	(1.7)	(1.6)	(1.5)	(3.3)	(2.2)	(1.8)	(1.7)
Pretty well	7.9	4.4	4.1	3.3	5.4	8.3	7.8	4.2	4.2
	(2.4)	(1.8)	(1.6)	(1.4)	(1.5)	(3.0)	(2.2)	(1.6)	(1.6)
Not very well	0.7	0.5	0.4	1.0	0.1	2.5	0.5	0.8	0.5
	(0.7)	(0.6)	(0.5)	(0.8)	(0.2)	(1.7)	(0.6)	(0.7)	(0.6)
Not at all well	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.1
	(0.0)	(0.0)	(0.2)	(0.0)	(0.1)	(0.0)	(0.0)	(0.0)	(0.2)
Number of respondents	344	428	542	355	824	191	457	486	469
Percentage able to feed themselves:									
Very well	93.2	97.3	98.1	99.3	95.7	93.5	94.5	97.1	97.5
	(2.2)	(1.4)	(1.1)	(0.6)	(1.3)	(2.6)	(1.8)	(1.4)	(1.3)
Pretty well	5.9	1.8	1.8	0.5	3.7	5.0	4.2	2.6	2.4
	(2.0)	(1.2)	(1.1)	(0.5)	(1.2)	(2.3)	(1.6)	(1.3)	(1.2)
Not very well	0.7	0.7	0.1	0.2	0.6	0.5	1.0	0.3	0.1
	(0.7)	(0.7)	(0.3)	(0.3)	(0.5)	(0.8)	(0.8)	(0.5)	(0.3)
Not at all well	0.2	0.1	0.0	0.0	0.0	1.0	0.2	0.0	0.0
	(0.4)	(0.3)	(0.0)	(0.0)	(0.0)	(1.1)	(0.4)	(0.0)	(0.0)
Number of respondents	344	428	543	355	823	191	457	486	469
Percentage able to get places outside the home:									
Very well	86.2	94.0	92.1	92.8	90.9	87.2	88.9	93.0	90.8
	(3.0)	(2.1)	(2.2)	(2.0)	(1.9)	(3.6)	(2.6)	(2.1)	(2.4)
Pretty well	8.5	3.7	5.4	3.9	6.0	6.9	7.4	3.9	6.2
	(2.4)	(1.7)	(1.8)	(1.5)	(1.6)	(2.7)	(2.1)	(1.6)	(2.0)
Not very well	3.5	0.6	1.2	2.2	1.4	3.4	2.2	1.1	2.3
	(1.6)	(0.7)	(0.9)	(1.1)	(0.8)	(2.0)	(1.2)	(0.9)	(1.2)
Not at all well	1.9	1.7	1.3	1.0	1.6	2.5	1.6	2.0	0.7
	(1.2)	(1.1)	(0.9)	(0.8)	(0.8)	(1.7)	(1.0)	(1.1)	(0.7)
Number of respondents	342	427	542	355	819	190	455	485	466
Average self-care skills scale score:*									
Low (3-8)	1.3	0.9	0.8	0.6	1.0	3.1	1.1	1.3	0.6
	(1.0)	(0.8)	(0.7)	(0.6)	(0.6)	(1.9)	(0.9)	(0.9)	(0.6)
Medium (9-11)	16.0	7.6	8.4	9.0	10.2	14.3	13.4	8.1	10.5
	(3.2)	(2.3)	(2.2)	(2.2)	(2.0)	(3.8)	(2.8)	(2.2)	(2.5)
High (12)	82.7	91.4	90.8	90.4	88.8	82.6	85.5	90.6	88.8
	(3.3)	(2.5)	(2.3)	(2.3)	(2.1)	(4.1)	(2.9)	(2.4)	(2.6)
Number of respondents	342	427	541	355	818	188	453	485	466

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* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Reported Functional Skills of Youth	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage able to look up phone numbers and use the phone:												
Very well	49.4	52.3	58.0	54.8	45.3	53.8	53.1	50.8	45.7	48.4	51.7	50.6
	(2.3)	(3.5)	(4.9)	(10.4)	(3.2)	(3.5)	(4.7)	(4.1)	(3.6)	(3.0)	(5.2)	(5.5)
Pretty well	18.4	20.9	18.1	25.9	19.9	16.7	20.1	19.5	16.3	18.7	17.9	17.7
	(1.8)	(2.8)	(3.8)	(9.2)	(2.5)	(2.6)	(3.7)	(3.3)	(2.6)	(2.3)	(4.0)	(4.2)
Not very well	11.1	11.7	11.3	4.3	12.5	9.5	10.4	11.0	11.6	11.7	10.6	9.5
	(1.5)	(2.2)	(3.1)	(4.3)	(2.1)	(2.0)	(2.8)	(2.6)	(2.3)	(1.9)	(3.2)	(3.2)
Not at all well	21.2	15.1	12.6	14.9	22.3	20.0	16.5	18.7	26.4	21.3	19.9	22.2
	(1.9)	(2.5)	(3.3)	(7.5)	(2.6)	(2.8)	(3.5)	(3.2)	(3.2)	(2.4)	(4.2)	(4.6)
Number of respondents	1426	487	339	49	748	678	381	482	563	916	262	248
Percentage able to tell time on a clock with hands:												
Very well	82.6	78.0	88.5	76.4	82.5	82.6	79.8	83.8	83.4	81.4	82.8	86.2
	(1.8)	(2.9)	(3.1)	(8.9)	(2.4)	(2.6)	(3.7)	(3.0)	(2.7)	(2.3)	(3.9)	(3.8)
Pretty well	11.3	14.3	5.6	17.7	11.3	11.3	10.8	11.8	11.1	11.2	11.8	10.9
	(1.5)	(2.4)	(2.3)	(8.0)	(2.0)	(2.2)	(2.9)	(2.6)	(2.3)	(1.9)	(3.3)	(3.4)
Not very well	3.6	5.6	3.4	2.3	4.6	2.6	7.3	2.6	2.1	4.8	1.9	1.4
	(0.9)	(1.6)	(1.8)	(3.1)	(1.3)	(1.1)	(2.4)	(1.3)	(1.0)	(1.3)	(1.4)	(1.3)
Not at all well	2.5	2.1	2.5	3.6	1.6	3.6	2.1	1.8	3.4	2.6	3.5	1.5
	(0.7)	(1.0)	(1.5)	(3.9)	(0.8)	(1.3)	(1.3)	(1.1)	(1.3)	(0.9)	(1.9)	(1.3)
Number of respondents	1442	490	344	49	762	680	387	488	567	926	266	250
Percentage able to read/understand common signs:												
Very well	81.4	78.0	86.9	78.8	80.9	82.1	83.2	80.6	81.0	81.8	80.6	81.1
	(1.8)	(2.9)	(3.3)	(8.5)	(2.5)	(2.7)	(3.5)	(3.2)	(2.8)	(2.3)	(4.1)	(4.3)
Pretty well	14.1	16.2	9.9	12.5	16.1	11.9	14.3	15.8	12.6	14.9	11.4	14.0
	(1.6)	(2.5)	(2.9)	(6.8)	(2.3)	(2.2)	(3.2)	(3.0)	(2.4)	(2.1)	(3.3)	(3.8)
Not very well	3.0	4.7	3.2	1.6	2.8	3.3	2.4	2.2	4.2	2.3	4.2	4.2
	(0.8)	(1.5)	(1.7)	(2.6)	(1.0)	(1.2)	(1.4)	(1.2)	(1.4)	(0.9)	(2.1)	(2.2)
Not at all well	1.4	1.2	0.0	7.1	0.3	2.7	0.2	1.4	2.3	1.0	3.7	0.7
	(0.6)	(0.7)	(0.0)	(5.3)	(0.3)	(1.1)	(0.4)	(1.0)	(1.1)	(0.6)	(1.9)	(0.9)
Number of respondents	1445	491	344	50	766	679	387	490	568	928	266	251

Source: Parent interviews.

Table 6B: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH HEARING IMPAIRMENTS

Reported Functional Skills of Youth	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Percentage able to look up phone numbers and use the phone:				
Very well	57.3	36.7	42.1	55.5
	(3.2)	(3.8)	(3.0)	(3.5)
Pretty well	21.5	12.5	14.1	22.0
	(2.7)	(2.6)	(2.1)	(2.9)
Not very well	9.2	12.7	14.3	8.3
	(1.9)	(2.6)	(2.1)	(1.9)
Not at all well	12.0	38.1	29.5	14.2
	(2.1)	(3.8)	(2.8)	(2.4)
Number of respondents	765	483	756	670
Percentage able to tell time on a clock with hands:				
Very well	83.7	80.1	84.5	80.9
	(2.4)	(3.1)	(2.2)	(2.7)
Pretty well	11.7	10.1	9.4	12.9
	(2.1)	(2.4)	(1.8)	(2.3)
Not very well	3.6	4.3	3.2	4.1
	(1.2)	(1.6)	(1.1)	(1.4)
Not at all well	1.1	5.5	2.9	2.2
	(0.7)	(1.8)	(1.0)	(1.0)
Number of respondents	772	490	770	672
Percentage able to read/understand common signs:				
Very well	83.1	77.4	81.2	81.6
	(2.4)	(3.3)	(2.4)	(2.7)
Pretty well	13.3	16.0	14.5	13.8
	(2.2)	(2.9)	(2.1)	(2.4)
Not very well	2.5	4.3	3.6	2.5
	(1.0)	(1.6)	(1.1)	(1.1)
Not at all well	1.1	2.3	0.7	2.0
	(0.7)	(1.2)	(0.5)	(1.0)
Number of respondents	773	492	772	673

Source: Parent interviews

Table 6C: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH HEARING IMPAIRMENTS

Reported Functional Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to look up phone numbers and use the phone:									
Very well	47.6	50.3	50.3	43.6	52.3	47.4	44.1	53.5	51.7
	(4.3)	(4.4)	(4.0)	(3.8)	(3.3)	(5.4)	(4.1)	(4.1)	(4.1)
Pretty well	15.9	19.8	19.3	14.6	18.7	20.1	21.9	14.6	18.4
	(3.2)	(3.5)	(3.2)	(2.7)	(2.6)	(4.4)	(3.4)	(2.9)	(3.2)
Not very well	11.7	10.2	10.9	11.8	10.0	13.6	12.5	7.7	13.4
	(2.8)	(2.7)	(2.5)	(2.5)	(2.0)	(3.7)	(2.7)	(2.2)	(2.8)
Not at all well	24.8	19.7	19.5	30.0	18.9	18.9	21.5	24.2	16.6
	(3.8)	(3.5)	(3.2)	(3.5)	(2.6)	(4.3)	(3.4)	(3.5)	(3.0)
Number of respondents	345	426	538	353	816	187	446	491	466
Percentage able to tell time on a clock with hands:									
Very well	78.1	83.8	86.1	80.3	86.3	67.8	74.9	87.2	86.6
	(3.6)	(3.2)	(2.8)	(3.1)	(2.2)	(5.0)	(3.5)	(2.7)	(2.7)
Pretty well	10.6	12.9	10.0	13.1	9.1	18.8	16.0	8.4	8.8
	(2.7)	(2.9)	(2.4)	(2.6)	(1.9)	(4.2)	(3.0)	(2.2)	(2.3)
Not very well	5.4	2.3	3.1	4.3	2.1	9.8	5.3	3.0	2.2
	(2.0)	(1.3)	(1.4)	(1.6)	(0.9)	(3.2)	(1.8)	(1.4)	(1.2)
Not at all well	5.9	1.0	0.8	2.3	2.5	3.6	3.8	1.3	2.4
	(2.0)	(0.9)	(0.7)	(1.2)	(1.0)	(2.0)	(1.5)	(0.9)	(1.2)
Number of respondents	348	432	545	356	825	191	454	497	472
Percentage able to read/understand common signs:									
Very well	74.9	82.9	86.4	77.3	85.1	71.0	73.2	86.6	86.3
	(3.8)	(3.3)	(2.8)	(3.2)	(2.3)	(4.9)	(3.6)	(2.7)	(2.8)
Pretty well	16.6	15.3	10.2	18.0	11.4	20.4	20.1	11.3	9.4
	(3.2)	(3.1)	(2.4)	(2.9)	(2.1)	(4.4)	(3.3)	(2.5)	(2.3)
Not very well	6.1	1.4	1.9	3.8	1.8	7.6	4.3	1.7	2.8
	(2.1)	(1.0)	(1.1)	(1.5)	(0.9)	(2.9)	(1.7)	(1.0)	(1.3)
Not at all well	2.4	0.4	1.5	0.9	1.8	0.9	2.3	0.4	1.6
	(1.3)	(0.6)	(1.0)	(0.7)	(0.9)	(1.0)	(1.2)	(0.5)	(1.0)
Number of respondents	346	436	546	358	828	189	454	498	473

Source: Parent interviews.

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Reported Functional Skills of Youth	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage able to count change:												
Very well	69.6	64.6	72.3	70.8	68.3	70.9	69.6	67.4	71.3	66.6	71.8	77.3
	(2.1)	(3.3)	(4.4)	(9.5)	(2.9)	(3.1)	(4.3)	(3.8)	(3.2)	(2.8)	(4.7)	(4.6)
Pretty well	20.6	22.1	20.2	25.2	21.3	19.7	21.0	23.9	17.5	22.6	18.2	15.9
	(1.9)	(2.9)	(3.9)	(9.1)	(2.6)	(2.7)	(3.8)	(3.5)	(2.7)	(2.5)	(4.0)	(4.0)
Not very well	7.7	10.6	5.6	2.3	8.7	6.6	7.4	7.5	8.0	9.1	4.5	6.0
	(1.2)	(2.1)	(2.3)	(3.1)	(1.8)	(1.7)	(2.4)	(2.1)	(1.9)	(1.7)	(2.1)	(2.6)
Not at all well	2.2	2.6	1.9	1.7	1.6	2.8	2.0	1.2	3.1	1.7	5.6	0.8
	(0.7)	(1.1)	(1.3)	(2.7)	(0.8)	(1.1)	(1.3)	(0.9)	(1.2)	(0.8)	(2.4)	(1.0)
Number of respondents	1441	490	342	49	763	678	384	490	567	924	265	252
Average functional skills scale score:*												
4 to 8	2.6	3.4	1.8	1.8	2.3	3.0	1.7	1.7	4.0	2.2	4.9	1.9
	(0.8)	(1.3)	(1.3)	(2.8)	(1.0)	(1.2)	(1.2)	(1.1)	(1.4)	(0.9)	(2.3)	(1.5)
9 to 12	17.4	16.3	12.9	18.5	19.0	15.7	17.7	16.2	18.3	18.3	14.8	16.9
	(1.8)	(2.6)	(3.3)	(8.4)	(2.5)	(2.5)	(3.6)	(3.0)	(2.8)	(2.3)	(3.8)	(4.2)
13 to 15	40.9	44.2	38.5	31.6	41.7	40.1	38.2	42.7	41.3	42.0	36.0	41.8
	(2.3)	(3.5)	(4.8)	(10.0)	(3.2)	(3.4)	(4.6)	(4.1)	(3.6)	(3.0)	(5.1)	(5.5)
16	39.0	36.1	46.9	48.1	37.0	41.2	42.4	39.5	36.4	37.5	44.3	39.3
	(2.3)	(3.4)	(4.9)	(10.8)	(3.1)	(3.4)	(4.7)	(4.0)	(3.5)	(2.9)	(5.3)	(5.4)
Number of respondents	1402	477	337	47	736	666	374	475	553	902	256	244

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* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 6B: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

Reported Functional Skills of Youth	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Percentage able to count change:				
Very well	69.6	70.1	68.8	70.2
	(3.0)	(3.5)	(2.8)	(3.2)
Pretty well	22.3	16.7	20.3	20.7
	(2.7)	(2.9)	(2.4)	(2.8)
Not very well	6.7	9.1	7.7	7.7
	(1.6)	(2.2)	(1.6)	(1.8)
Not at all well	1.4	4.1	3.1	1.4
	(0.8)	(1.5)	(1.0)	(0.8)
Number of respondents	771	491	771	670
Average functional skills scale score:*				
4 to 8	1.5	5.2	3.6	1.7
	(0.8)	(1.8)	(1.2)	(0.9)
9 to 12	14.8	21.6	19.1	16.0
	(2.3)	(3.3)	(2.4)	(2.6)
13 to 15	40.1	41.6	43.3	39.0
	(3.2)	(3.9)	(3.1)	(3.4)
16	43.6	31.6	34.0	43.3
	(3.2)	(3.7)	(2.9)	(3.5)
Number of respondents	756	471	743	659

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* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 6C: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Reported Functional Skills of Youth	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to count change:									
Very well	67.3	74.3	69.6	69.5	71.2	62.6	68.4	69.7	72.0
	(4.0)	(3.8)	(3.7)	(3.5)	(3.0)	(5.2)	(3.8)	(3.7)	(3.6)
Pretty well	19.2	18.3	22.2	19.9	21.0	19.2	18.5	23.4	18.7
	(3.4)	(3.4)	(3.3)	(3.1)	(2.7)	(4.2)	(3.1)	(3.4)	(3.1)
Not very well	9.2	6.2	7.0	7.8	5.7	16.1	10.7	5.1	7.1
	(2.5)	(2.1)	(2.1)	(2.1)	(1.5)	(3.9)	(2.5)	(1.8)	(2.1)
Not at all well	4.3	1.1	1.2	2.8	2.1	2.1	2.4	1.8	2.3
	(1.8)	(0.9)	(0.9)	(1.3)	(0.9)	(1.6)	(1.2)	(1.1)	(1.2)
Number of respondents	345	434	544	358	822	191	454	495	472
Average functional skills scale score:*									
4 to 8	6.0	1.2	1.0	3.7	1.9	4.9	3.5	2.0	2.1
	(2.1)	(0.9)	(0.8)	(1.5)	(0.9)	(2.4)	(1.5)	(1.2)	(1.2)
9 to 12	16.9	17.2	16.9	20.3	14.9	25.1	22.3	15.5	13.5
	(3.3)	(3.3)	(3.0)	(3.1)	(2.4)	(4.8)	(3.5)	(3.0)	(2.8)
13 to 15	41.4	39.0	44.1	43.0	40.2	35.5	40.2	39.6	43.9
	(4.3)	(4.3)	(4.0)	(3.9)	(3.2)	(5.3)	(4.1)	(4.0)	(4.0)
16	35.7	42.6	38.0	32.9	43.0	34.5	34.0	42.9	40.5
	(4.2)	(4.4)	(3.9)	(3.7)	(3.3)	(5.3)	(3.9)	(4.0)	(4.0)
Number of respondents	339	420	534	346	806	181	431	488	464

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* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews

Table 7A: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH HEARING IMPAIRMENTS

Assistive Devices Reported Used	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage who used for hearing assistance a:												
Telecommunications device	35.1	28.0	32.6	0.3	33.6	36.7	31.6	35.4	37.1	34.1	42.0	32.2
	(2.3)	(3.1)	(4.7)	(1.2)	(3.0)	(3.4)	(4.3)	(4.0)	(3.5)	(2.8)	(5.2)	(5.2)
Telephone amplifier	19.1	20.8	25.8	17.9	18.0	20.4	17.8	20.5	18.9	18.3	21.0	20.3
	(1.8)	(2.8)	(4.3)	(7.9)	(2.4)	(2.8)	(3.5)	(3.3)	(2.8)	(2.3)	(4.2)	(4.5)
Hearing aid	74.2	75.7	74.5	68.2	68.9	80.0	72.7	76.3	73.3	76.6	74.8	65.4
	(2.0)	(3.0)	(4.3)	(9.6)	(2.9)	(2.8)	(4.1)	(3.5)	(3.2)	(2.5)	(4.5)	(5.2)
Closed captioned TV	36.1	25.7	34.8	15.2	35.3	36.9	30.6	38.5	37.8	35.7	38.9	35.0
	(2.2)	(3.0)	(4.7)	(7.5)	(3.0)	(3.4)	(4.3)	(4.0)	(3.5)	(2.8)	(5.1)	(5.3)
Other hearing assistance	4.3	3.9	4.9	6.6	2.7	6.0	2.8	5.1	4.6	3.7	7.7	3.0
	(0.9)	(1.3)	(2.1)	(5.1)	(1.0)	(1.6)	(1.5)	(1.8)	(1.5)	(1.1)	(2.7)	(1.9)
Number of respondents	1404	486	335	49	739	665	372	482	550	900	260	243
Percentage who used for mobility assistance:												
A wheelchair												
Crutches, a cane, or a walker												
Modifications to a car												
Prosthetics/orthotics												
Computers to aid mobility												
Other mobility assistance												
Number of respondents												
Percentage who used for visual assistance:												
A seeing eye dog												
Braille or large print readers												
An opticon/optical scanner												
Computers to aid vision												
Other vision assistance												
Number of respondents												

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

Source: Parent interviews.

Table 7B: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Assistive Devices Reported Used	Regular School	Special School	Deaf	Hard of Hearing
Percentage who used for hearing assistance a:				
Telecommunications device	24.9 (2.8)	57.8 (3.9)	57.4 (3.0)	16.8 (2.6)
Telephone amplifier	23.2 (2.7)	12.6 (2.6)	15.3 (2.2)	22.3 (2.9)
Hearing aid	72.3 (2.9)	79.1 (3.2)	76.5 (2.6)	72.1 (3.1)
Closed captioned TV	27.5 (2.9)	57.5 (3.9)	54.0 (3.1)	21.0 (2.8)
Other hearing assistance	4.4 (1.3)	4.8 (1.7)	5.7 (1.4)	3.0 (1.2)
Number of respondents	759	469	739	665
Percentage who used for mobility assistance:				
A wheelchair				
Crutches, a cane, or a walker				
Modifications to a car				
Prosthetics/orthotics				
Computers to aid mobility				
Other mobility assistance				
Number of respondents				
Percentage who used for visual assistance:				
A seeing eye dog				
Braille or large print readers				
An opticon/optical scanner				
Computers to aid vision				
Other vision assistance				
Number of respondents				

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

Source: Parent interviews

Table 7C: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH HEARING IMPAIRMENTS

Assistive Devices Reported Used	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who used for hearing assistance a:									
Telecommunications device	25.2	36.4	42.0	26.6	39.7	26.7	24.6	34.7	48.5
	(3.8)	(4.3)	(4.0)	(3.5)	(3.2)	(4.8)	(3.6)	(3.9)	(4.1)
Telephone amplifier	14.9	17.8	24.2	14.8	22.6	7.7	16.1	18.0	24.6
	(3.1)	(3.4)	(3.5)	(2.8)	(2.7)	(2.9)	(3.0)	(3.1)	(3.5)
Hearing aid	72.4	77.9	73.9	77.8	75.9	60.1	72.6	78.6	71.5
	(3.9)	(3.6)	(3.5)	(3.2)	(2.8)	(5.2)	(3.6)	(3.3)	(3.6)
Closed captioned TV	31.0	33.9	43.2	23.1	44.8	18.4	25.0	37.6	47.9
	(4.0)	(4.1)	(4.0)	(3.3)	(3.3)	(4.2)	(3.5)	(3.9)	(4.0)
Other hearing assistance	3.2	3.2	6.8	2.0	5.8	1.1	2.0	3.7	7.8
	(1.5)	(1.5)	(2.0)	(1.1)	(1.5)	(1.1)	(1.1)	(1.5)	(2.2)
Number of respondents	334	419	538	344	804	186	435	482	467
Percentage who used for mobility assistance:									
A wheelchair									
Crutches, a cane, or a walker									
Modifications to a car									
Prosthetics/orthotics									
Computers to aid mobility									
Other mobility assistance									
Number of respondents									
Percentage who used for visual assistance:									
A seeing eye dog									
Braille or large print readers									
An opticon/optical scanner									
Computers to aid vision									
Other vision assistance									
Number of respondents									

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

Source: Parent interviews.

Table 8A: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH HEARING IMPAIRMENTS

Parent Expectations	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with likelihood of graduating from high school:*												
Definitely will	66.1	62.7	71.6	66.4	62.5	70.1	71.7	68.7	47.7	69.9	21.8	21.6
	(2.8)	(4.0)	(5.4)	(12.0)	(3.9)	(4.1)	(4.5)	(4.2)	(6.3)	(2.9)	(9.3)	(11.9)
Probably will	21.2	26.4	15.5	18.0	23.0	19.2	18.7	22.7	22.7	20.8	28.9	23.8
	(2.4)	(3.6)	(4.3)	(9.8)	(3.4)	(3.5)	(3.9)	(3.8)	(5.3)	(2.5)	(10.2)	(12.3)
Probably won't	6.2	5.6	7.0	7.3	7.3	4.9	4.5	5.3	11.9	4.5	21.6	29.4
	(1.4)	(1.9)	(3.0)	(6.6)	(2.1)	(1.9)	(2.1)	(2.0)	(4.1)	(1.3)	(9.2)	(13.2)
Definitely won't	6.5	5.3	5.8	8.3	7.2	5.8	5.0	3.3	17.8	4.8	27.7	25.1
	(1.5)	(1.9)	(2.8)	(7.0)	(2.1)	(2.1)	(2.2)	(1.6)	(4.8)	(1.3)	(10.0)	(12.6)
Number of respondents	924	340	239	35	490	434	342	410	172	848	40	36
Percentage with likelihood of graduating from 4-year college:												
Definitely will	12.5	17.5	10.6	7.2	10.0	15.3	13.7	13.0	11.3	12.2	15.9	10.4
	(1.6)	(2.8)	(3.1)	(5.5)	(2.0)	(2.7)	(3.4)	(2.9)	(2.4)	(2.1)	(4.0)	(3.5)
Probably will	33.9	36.7	35.4	24.6	28.9	39.5	47.1	32.8	26.3	38.3	31.0	22.3
	(2.3)	(3.5)	(4.8)	(9.1)	(3.0)	(3.6)	(5.0)	(4.1)	(3.3)	(3.1)	(5.0)	(4.8)
Probably won't	24.7	25.3	25.9	[illegible]	27.4	21.7	18.4	28.2	25.8	25.3	17.1	29.5
	(2.1)	(3.2)	(4.4)	[illegible]	(3.0)	(3.0)	(3.9)	(3.9)	(3.3)	(2.7)	(4.1)	(5.3)
Definitely won't	28.9	20.5	28.1	[illegible]	33.7	23.6	20.8	26.0	36.6	24.2	36.0	37.8
	(2.2)	(2.9)	[illegible]	(10.5)	(3.1)	(3.1)	(4.0)	(3.8)	(3.6)	(2.7)	(5.2)	(5.6)
Number of respondents	1314	455	324	48	699	615	345	448	521	838	246	230
Percentage with likelihood of graduating from 2-year college:**												
Definitely will	4.6	4.4	5.2	2.7	5.4	3.5	7.1	1.9	5.6	3.2	6.7	6.6
	(1.4)	(2.1)	(3.1)	(4.2)	(2.0)	(2.0)	(3.6)	(1.7)	(2.3)	(1.5)	(3.8)	(3.8)
Probably will	23.2	25.4	26.9	22.0	20.3	27.6	21.5	26.9	21.3	24.4	24.7	19.0
	(2.9)	(4.5)	(6.2)	(10.6)	(3.5)	(4.9)	(5.7)	(5.4)	(4.1)	(3.7)	(6.6)	(6.0)
Probably won't	32.2	33.3	35.8	29.4	34.6	28.7	32.1	32.0	32.4	33.9	25.8	33.0
	(3.2)	(4.9)	(6.7)	(11.6)	(4.1)	(4.9)	(6.5)	(5.7)	(4.7)	(4.1)	(6.7)	(7.2)
Definitely won't	39.9	36.9	32.1	45.9	39.8	40.1	39.3	39.2	40.7	38.5	42.7	41.4
	(3.3)	(5.0)	(6.5)	(12.7)	(4.3)	(5.4)	(6.8)	(6.0)	(4.9)	(4.2)	(7.6)	(7.5)
Number of respondents	702	218	172	33	405	297	159	230	313	435	128	139

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* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.

** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews.

Table 88: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Parent Expectations	Regular School	Special School	Deaf	Hard of Hearing
Percentage with likelihood of graduating from high school:*				
Definitely will	70.1	59.4	65.6	66.5
	(3.6)	(4.8)	(3.7)	(4.1)
Probably will	18.8	25.6	20.7	21.6
	(3.1)	(4.2)	(3.2)	(3.6)
Probably won't	5.8	5.5	5.8	6.5
	(1.8)	(2.2)	(1.8)	(2.1)
Definitely won't	5.3	9.5	7.9	5.4
	(1.8)	(2.8)	(2.1)	(2.0)
Number of respondents	536	328	482	442
Percentage with likelihood of graduating from 4-year college:				
Definitely will	13.1	11.7	13.1	12.0
	(2.3)	(2.6)	(2.1)	(2.4)
Probably will	36.7	33.8	35.2	32.8
	(3.2)	(3.8)	(3.0)	(3.5)
Probably won't	24.8	22.2	23.2	25.9
	(2.9)	(3.3)	(2.7)	(3.3)
Definitely won't	25.4	32.2	28.5	29.3
	(2.9)	(3.7)	(2.9)	(3.4)
Number of respondents	721	475	712	602
Percentage with likelihood of graduating from 2-year college:**				
Definitely will	4.3	3.8	5.1	4.2
	(2.0)	(2.0)	(1.8)	(2.1)
Probably will	26.4	20.2	23.1	23.3
	(4.3)	(4.1)	(3.5)	(4.4)
Probably won't	34.0	30.4	31.6	32.7
	(4.6)	(4.7)	(3.8)	(4.9)
Definitely won't	35.4	45.7	40.1	39.8
	(4.6)	(5.1)	(4.0)	(5.1)
Number of respondents	350	275	386	316

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* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.

** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews.

Table 8C: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Parent Expectations	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of graduating from high school:*									
Definitely will	57.7	68.0	76.0	60.5	75.0	38.1	51.7	71.1	78.0
	(5.4)	(5.3)	(4.3)	(4.7)	(3.6)	(6.8)	(5.1)	(4.7)	(4.3)
Probably will	26.2	21.6	14.7	25.8	14.4	42.5	31.0	17.6	14.3
	(4.8)	(4.6)	(3.6)	(4.2)	(2.9)	(6.9)	(4.8)	(4.0)	(3.6)
Probably won't	7.3	5.4	4.6	7.7	5.1	7.4	8.1	6.2	3.5
	(2.9)	(2.6)	(2.1)	(2.6)	(1.8)	(3.7)	(2.8)	(2.5)	(1.9)
Definitely won't	8.8	5.0	4.7	6.0	5.6	11.9	9.2	5.1	4.2
	(3.1)	(2.5)	(2.1)	(2.3)	(1.9)	(4.5)	(3.0)	(2.3)	(2.1)
Number of respondents	225	279	349	219	534	124	288	323	299
Percentage with likelihood of graduating from 4-year college:									
Definitely will	11.6	8.1	17.2	15.1	10.6	18.0	9.8	7.5	22.1
	(3.0)	(2.5)	(3.1)	(2.9)	(2.1)	(4.7)	(2.6)	(2.3)	(3.5)
Probably will	32.5	41.9	28.3	40.7	31.3	39.3	33.6	35.7	32.5
	(4.4)	(4.6)	(3.7)	(4.0)	(3.1)	(6.0)	(4.1)	(4.1)	(3.9)
Probably won't	22.8	24.3	27.2	19.9	26.7	16.5	20.3	29.6	24.0
	(4.0)	(4.0)	(3.7)	(3.2)	(3.0)	(4.6)	(3.5)	(3.9)	(3.6)
Definitely won't	33.1	25.7	27.2	24.3	31.3	26.2	36.2	27.3	21.5
	(4.5)	(4.1)	(3.6)	(3.5)	(3.1)	(5.4)	(4.2)	(3.8)	(3.5)
Number of respondents	300	384	527	325	776	152	404	451	444
Percentage with likelihood of graduating from 2-year college:**									
Definitely will	2.2	4.6	6.4	2.8	5.1	3.9	3.6	5.4	5.2
	(1.9)	(2.7)	(2.8)	(1.9)	(1.9)	(3.8)	(2.1)	(2.5)	(3.0)
Probably will	19.9	24.6	25.6	23.5	21.1	31.5	17.3	25.0	30.0
	(5.1)	(5.6)	(5.1)	(4.8)	(3.6)	(9.1)	(4.3)	(4.8)	(6.2)
Probably won't	27.0	36.4	35.8	30.3	35.4	17.5	27.6	36.4	33.8
	(5.7)	(6.2)	(5.6)	(5.2)	(4.2)	(7.4)	(5.1)	(5.4)	(6.4)
Definitely won't	50.9	34.4	32.2	43.4	38.4	47.2	51.5	33.2	31.0
	(6.4)	(6.1)	(5.4)	(5.6)	(4.3)	(9.8)	(5.7)	(5.3)	(6.2)
Number of respondents	168	197	276	156	447	67	237	259	195

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* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.

** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews

Table 8A. EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Parent Expectations	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with likelihood of getting a paid job:*												
Definitely will	45.1	48.3	57.0	28.2	45.2	45.1	52.3	42.2	39.6	45.9	38.9	47.7
	(3.5)	(4.8)	(8.6)	(16.2)	(4.9)	(4.8)	(6.5)	(5.4)	(5.4)	(4.2)	(8.1)	(8.9)
Probably will	46.2	43.4	37.3	58.9	47.3	45.2	43.5	47.8	47.8	45.6	58.5	36.6
	(3.5)	(4.7)	(8.4)	(17.8)	(4.9)	(4.8)	(6.4)	(5.5)	(5.6)	(4.2)	(8.2)	(8.5)
Probably won't	5.9	4.3	3.7	13.0	4.1	7.3	1.2	7.8	9.6	5.0	1.7	14.1
	(1.6)	(1.9)	(3.2)	(12.1)	(1.9)	(2.5)	(1.4)	(2.9)	(3.3)	(1.9)	(2.2)	(6.2)
Definitely won't	2.8	3.9	2.0	0.0	3.4	2.4	3.0	2.2	3.1	3.5	0.9	1.6
	(1.2)	(1.8)	(2.4)	(0.0)	(1.8)	(1.5)	(2.2)	(1.6)	(1.9)	(1.5)	(1.5)	(2.3)
Number of respondents	575	244	103	18	262	313	197	177	201	402	91	82
Percentage with likelihood of living on their own:**												
Definitely will	42.1	39.6	45.7	38.8	44.1	39.8	41.8	43.5	41.0	40.2	46.7	44.4
	(2.5)	(3.6)	(5.1)	(11.3)	(3.4)	(3.7)	(4.9)	(4.3)	(3.9)	(3.1)	(5.6)	(6.4)
Probably will	41.7	37.1	43.0	53.5	39.4	44.2	48.0	42.2	36.9	44.8	35.4	35.9
	(2.5)	(3.6)	(5.0)	(11.6)	(3.3)	(3.7)	(5.0)	(4.3)	(3.8)	(3.1)	(5.3)	(6.2)
Probably won't	9.7	14.9	7.9	1.4	9.2	10.3	6.2	8.6	13.3	9.3	8.7	12.5
	(1.5)	(2.6)	(2.7)	(2.7)	(2.0)	(2.3)	(2.4)	(2.4)	(2.7)	(1.8)	(3.1)	(4.2)
Definitely won't	6.5	8.4	3.4	6.4	7.3	5.6	4.1	5.8	8.9	5.6	9.1	7.3
	(1.2)	(2.0)	(1.8)	(5.7)	(1.8)	(1.7)	(2.0)	(2.0)	(2.2)	(1.4)	(3.2)	(3.3)
Number of respondents	1257	444	318	41	666	591	343	438	476	835	233	189

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* Of those with a child not already employed. See Table 43 for percentage not working for pay.

** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews.

Table 8B: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Parent Expectations	Regular School	Special School	Deaf	Hard of Hearing
Percentage with likelihood of getting a paid job:*				
Definitely will	50.8	35.7	40.9	49.7
	(4.9)	(5.1)	(4.3)	(5.4)
Probably will	42.1	52.3	49.8	42.3
	(4.9)	(5.3)	(4.4)	(5.4)
Probably won't	4.8	7.8	6.1	5.7
	(2.1)	(2.8)	(2.1)	(2.5)
Definitely won't	2.3	4.1	3.2	2.4
	(1.5)	(2.1)	(1.6)	(1.7)
Number of respondents	299	223	331	244
Percentage with likelihood of living on their own:**				
Definitely will	43.2	39.3	42.9	41.3
	(3.3)	(4.0)	(3.2)	(3.7)
Probably will	43.5	39.7	39.4	43.7
	(3.4)	(4.0)	(3.2)	(3.8)
Probably won't	9.4	10.7	10.0	9.5
	(2.0)	(2.5)	(2.0)	(2.2)
Definitely won't	3.9	10.4	7.6	5.5
	(1.3)	(2.5)	(1.7)	(1.7)
Number of respondents	705	451	678	579

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* Of those with a child not already employed. See Table 43 for percentage not working for pay.

** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews.

Table 8C: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Parent Expectations	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of getting a paid job:*									
Definitely will	31.0	46.4	68.9	44.7	49.1	35.5	41.2	41.8	59.5
	(5.5)	(6.6)	(6.2)	(5.2)	(5.6)	(7.6)	(5.6)	(5.8)	(6.7)
Probably will	58.8	44.0	27.2	46.5	43.1	53.0	46.5	51.5	35.7
	(5.8)	(6.6)	(6.0)	(5.2)	(5.5)	(7.9)	(5.6)	(5.9)	(6.5)
Probably won't	5.6	8.3	2.4	5.3	5.9	6.2	8.7	4.2	3.6
	(2.7)	(3.7)	(2.0)	(2.3)	(2.6)	(3.8)	(3.2)	(2.4)	(2.5)
Definitely won't	4.6	1.3	1.5	3.5	1.8	5.3	3.5	2.5	1.2
	(2.5)	(1.5)	(1.6)	(1.9)	(1.5)	(3.6)	(2.1)	(1.8)	(1.5)
Number of respondents	168	179	172	188	265	94	220	199	147
Percentage with likelihood of living on their own:**									
Definitely will	26.7	38.9	57.9	30.7	48.7	22.3	27.7	37.1	64.3
	(4.3)	(4.6)	(4.1)	(3.8)	(3.5)	(5.0)	(4.0)	(4.2)	(4.1)
Probably will	45.9	49.9	32.1	49.3	39.2	44.6	47.3	50.1	25.8
	(4.8)	(4.7)	(3.9)	(4.1)	(3.4)	(6.0)	(4.5)	(4.4)	(3.7)
Probably won't	16.4	7.5	5.5	13.5	7.2	16.0	14.6	8.3	5.7
	(3.6)	(2.5)	(1.9)	(2.8)	(1.8)	(4.4)	(3.2)	(2.4)	(2.0)
Definitely won't	11.0	3.7	4.4	6.5	4.9	17.1	10.4	4.4	4.1
	(3.0)	(1.8)	(1.7)	(2.0)	(1.5)	(4.5)	(2.8)	(1.8)	(1.7)
Number of respondents	286	372	512	316	741	141	377	431	433

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* Of those with a child not already employed. See Table 43 for percentage not working for pay.

** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews.

Table 9A: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
School Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage whose school was a:												
Comprehensive secondary school	63.0	87.8	92.6	96.5	62.4	63.6	70.3	66.0	54.6	64.5	60.5	60.3
	(2.3)	(2.2)	(2.5)	(3.7)	(3.1)	(3.4)	(4.3)	(3.8)	(3.6)	(2.8)	(4.8)	(6.2)
Special school for students with disabilities	34.6	6.4	5.4	3.5	34.5	34.5	28.2	31.3	42.3	33.5	35.4	37.3
	(2.2)	(1.7)	(2.1)	(3.7)	(3.0)	(3.3)	(4.2)	(3.7)	(3.6)	(2.8)	(4.7)	(6.1)
Vocational/technical school	1.7	4.4	0.4	0.0	2.1	1.2	0.4	2.0	2.3	1.3	2.3	2.4
	(0.6)	(1.4)	(0.6)	(0.0)	(0.9)	(0.8)	(0.6)	(1.1)	(1.1)	(0.7)	(1.5)	(1.9)
Other type of school	0.8	1.4	1.5	0.0	0.9	0.7	1.1	0.7	0.7	0.7	1.8	0.0
	(0.4)	(0.8)	(1.2)	(0.0)	(0.6)	(0.6)	(1.0)	(0.6)	(0.6)	(0.5)	(1.3)	(0.0)
Number of respondents	1403	481	346	52	749	653	384	496	523	912	295	188
Percentage whose school served grades:												
K through 8 or 12	33.8	7.4	4.4	15.0	33.4	34.2	33.3	29.2	38.4	34.1	32.4	33.3
	(2.2)	(1.8)	(1.9)	(7.2)	(3.0)	(3.3)	(4.4)	(3.6)	(3.6)	(2.8)	(4.6)	(5.9)
6 through 12	7.1	6.7	9.7	5.0	7.8	6.4	6.1	7.7	7.4	7.0	6.4	9.1
	(1.2)	(1.7)	(2.8)	(4.4)	(1.7)	(1.7)	(2.3)	(2.1)	(1.9)	(1.5)	(2.4)	(3.6)
6 or 7 through 8 or 9	5.2	9.7	7.5	2.4	6.1	4.2	14.2	2.0	1.3	6.5	3.2	2.5
	(1.0)	(2.0)	(2.5)	(3.1)	(1.5)	(1.4)	(3.3)	(1.1)	(0.8)	(1.5)	(1.7)	(1.9)
9 or 10 through 12	53.1	75.6	78.3	77.6	52.2	54.3	46.3	60.9	51.1	52.1	55.3	55.1
	(2.3)	(2.9)	(3.9)	(8.4)	(3.2)	(3.5)	(4.7)	(3.9)	(3.7)	(2.9)	(4.9)	(6.3)
Ungraded students only	0.8	0.6	0.0	0.0	0.6	1.0	0.1	0.2	1.8	0.4	2.6	0.0
	(0.4)	(0.5)	(0.0)	(0.0)	(0.5)	(0.7)	(0.4)	(0.4)	(1.0)	(0.4)	(1.5)	(0.0)
Number of respondents	1403	481	346	52	749	653	384	496	523	912	295	188

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 9B: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

School Characteristics	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Percentage whose school was a:				
Comprehensive secondary school	96.2	0.0	36.3	86.9
	(1.2)	(0.0)	(2.8)	(2.4)
Special school for students with disabilities	0.0	100	62.9	9.0
	(0.0)	(0.0)	(2.8)	(2.1)
Vocational/technical school	2.6	0.0	0.4	2.8
	(1.0)	(0.0)	(0.4)	(1.2)
Other type of school	1.2	0.0	0.3	1.3
	(0.7)	(0.0)	(0.3)	(0.8)
Number of respondents	829	574	776	624
Percentage whose school served grades:				
K through 8 or 12	3.3	91.5	58.7	11.3
	(1.1)	(2.0)	(2.8)	(2.3)
6 through 12	7.5	6.3	6.8	7.4
	(1.6)	(1.7)	(1.4)	(1.9)
6 or 7 through 8 or 9	7.9	0.0	2.0	8.1
	(1.7)	(0.0)	(0.8)	(2.0)
9 or 10 through 12	80.8	0.7	31.1	72.9
	(2.4)	(0.6)	(2.7)	(3.2)
Ungraded students only	0.4	1.5	1.4	0.3
	(0.4)	(0.9)	(0.7)	(0.4)
Number of respondents	829	574	776	624

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 9C: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

School Characteristics	Household Income: Under $12,000	Household Income: 12,000- $24,999	Household Income: $25,000 and Over	Ethnicity: Black	Ethnicity: White	Ethnicity: Hispanic	Head of Household's Education: No High School Diploma	Head of Household's Education: High School Diploma	Head of Household's Education: Beyond High School
Percentage whose school was a:									
Comprehensive secondary school	51.6	63.4	74.2	49.9	66.5	69.7	56.9	67.1	67.2
	(4.7)	(4.6)	(3.8)	(4.2)	(3.3)	(5.9)	(4.5)	(4.1)	(4.1)
Special school for students with disabilities	44.5	33.9	23.7	45.0	32.2	22.7	39.4	30.3	30.6
	(4.7)	(4.6)	(3.7)	(4.2)	(3.3)	(5.4)	(4.4)	(4.0)	(4.0)
Vocational/technical school	2.8	1.7	1.4	3.5	0.9	5.4	2.2	2.0	1.6
	(1.6)	(1.2)	(1.0)	(1.5)	(0.7)	(2.9)	(1.3)	(1.2)	(1.1)
Other type of school	1.1	1.0	0.6	1.6	0.4	2.1	1.5	0.6	0.6
	(1.0)	(0.9)	(0.7)	(1.1)	(0.4)	(1.8)	(1.1)	(0.7)	(0.7)
Number of respondents	280	358	469	308	722	139	370	411	409
Percentage whose school served grades:									
K through 8 or 12	43.8	35.2	22.0	45.1	31.7	21.4	37.5	31.9	29.2
	(4.7)	(4.6)	(3.6)	(4.2)	(3.2)	(5.3)	(4.4)	(4.1)	(4.0)
6 through 12	5.1	9.3	5.8	10.6	6.1	6.4	6.8	8.5	4.7
	(2.1)	(2.8)	(2.0)	(2.6)	(1.7)	(3.1)	(2.3)	(2.5)	(1.8)
6 or 7 through 8 or 9	6.2	5.3	4.9	7.2	4.2	8.2	6.0	5.7	5.1
	(2.3)	(2.2)	(1.9)	(2.2)	(1.4)	(3.5)	(2.1)	(2.0)	(1.9)
9 or 10 through 12	44.6	49.9	65.6	36.4	57.0	64.1	49.7	53.7	58.4
	(4.7)	(4.8)	(4.1)	(4.0)	(3.5)	(6.2)	(4.5)	(4.4)	(4.3)
Ungraded students only	0.3	0.2	1.7	0.7	1.0	0.0	0.0	0.2	2.6
	(0.5)	(0.4)	(1.1)	(0.7)	(0.7)	(0.0)	(0.0)	(0.4)	(1.4)
Number of respondents	280	358	469	308	722	139	370	411	409

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

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Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Student Enrollment	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average enrollment of:												
All students	898	1448	1207	675	881	918	919	980	806	895	976	805
	(36.4)	(55.1)	(64.1)	(68.1)	(49.7)	(53.4)	(70.0)	(64.6)	(55.2)	(45.8)	(81.0)	(86.9)
Secondary special education students	112	137	98	59	112	112	110	112	113	112	118	101
	(3.7)	(6.5)	(5.2)	(6.7)	(4.9)	(5.5)	(7.1)	(6.0)	(6.0)	(4.5)	(8.7)	(8.0)
Number of respondents	1362	458	331	50	725	636	368	484	510	879	288	187
Average secondary school enrollment of students categorized as:												
Learning disabled	37	64	54	32	37	38	40	40	33	38	41	32
	(2.4)	(4.8)	(3.6)	(5.3)	(3.0)	(3.7)	(4.7)	(4.1)	(3.6)	(3.0)	(5.7)	(4.7)
Emotionally disturbed	7	12	11	5	7	8	7	7	8	7	7	11
	(0.6)	(0.9)	(1.6)	(1.2)	(0.8)	(0.9)	(1.1)	(0.9)	(1.1)	(0.6)	(1.4)	(2.1)
Speech impaired	1	2	1	1	1	1	1	1	1	1	1	1
	(0.2)	(0.4)	(0.3)	(0.2)	(0.2)	(0.2)	(0.3)	(0.3)	(0.3)	(0.2)	(0.3)	(0.6)
Mentally retarded	3	4	3	5	3	3	4	3	2	3	3	2
	(0.5)	(0.8)	(1.1)	(2.0)	(0.6)	(0.8)	(1.2)	(0.7)	(0.6)	(0.6)	(0.9)	(1.2)
Deaf/hard of hearing	45	29	11	3	46	43	40	42	51	44	46	41
	(3.0)	(3.3)	(1.6)	(0.8)	(4.1)	(4.3)	(6.0)	(4.7)	(4.9)	(3.8)	(6.5)	(7.0)
Visually impaired	2	2	1	0	2	2	2	2	2	2	2	3
	(0.3)	(0.3)	(0.2)	(0.2)	(0.4)	(0.5)	(0.6)	(0.6)	(0.5)	(0.4)	(0.6)	(1.0)
Orthopedically impaired	2	3	2	1	2	2	2	2	2	2	3	2
	(0.3)	(0.6)	(0.4)	(0.2)	(0.4)	(0.4)	(0.5)	(0.3)	(0.5)	(0.3)	(0.8)	(0.5)
Other health impaired	1	2	1	1	1	1	1	1	1	1	1	1
	(0.2)	(0.4)	(0.3)	(0.4)	(0.3)	(0.2)	(0.3)	(0.4)	(0.3)	(0.3)	(0.4)	(0.3)
Multiply impaired, deaf/blind	5	3	1	4	5	4	4	4	5	5	5	3
	(0.6)	(1.0)	(0.5)	(1.4)	(0.8)	(0.9)	(1.2)	(0.9)	(1.1)	(0.9)	(1.1)	(0.9)
Number of respondents	1351	447	331	50	720	630	368	481	502	876	285	182
Percentage in schools with minority student enrollment of:												
10% or less	31.6	13.1	40.2	77.6	32.6	30.4	28.6	31.7	33.8	31.2	30.3	36.5
	(2.2)	(2.3)	(4.7)	(8.7)	(3.0)	(3.2)	(4.3)	(3.7)	(3.5)	(2.7)	(4.5)	(6.1)
11% to 25%	15.4	6.9	25.9	9.9	15.6	15.1	20.1	14.5	12.8	15.0	15.8	14.6
	(1.7)	(1.7)	(4.2)	(6.2)	(2.3)	(2.5)	(3.9)	(2.8)	(2.5)	(2.1)	(3.6)	(4.5)
26% to 50%	32.4	31.3	26.3	5.0	32.5	32.4	29.7	30.1	36.5	31.2	35.4	33.9
	(2.2)	(3.2)	(4.2)	(4.6)	(3.0)	(3.3)	(4.4)	(3.6)	(3.5)	(2.7)	(4.7)	(6.0)
More than 50%	20.6	48.8	7.6	7.4	19.3	22.1	21.7	23.7	16.9	22.7	18.5	14.9
	(1.9)	(3.5)	(2.5)	(5.5)	(2.5)	(2.9)	(4.0)	(3.3)	(2.8)	(2.5)	(3.8)	(4.5)
Number of respondents	1374	468	335	48	736	637	370	486	518	890	289	187

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10B: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Student Enrollment	Regular School	Special School	Deaf	Hard of Hearing
Average enrollment of:				
All students	1266 (44.3)	202 (7.4)	621 (38.7)	1147 (56.6)
Secondary special education students	105 (4.7)	125 (5.6)	123 (4.6)	102 (5.5)
Number of respondents	790	572	761	598
Average secondary school enrollment of students categorized as:				
Learning disabled	56 (3.3)	4 (1.0)	23 (2.4)	51 (3.9)
Emotionally disturbed	10 (0.8)	2 (0.7)	6 (0.7)	9 (1.0)
Speech impaired	1 (0.3)	0 (0.1)	0 (0.1)	1 (0.3)
Mentally retarded	3 (0.7)	2 (0.7)	3 (0.6)	3 (0.8)
Deaf/hard of hearing	13 (1.6)	102 (4.8)	75 (4.0)	17 (2.8)
Visually impaired	1 (0.2)	3 (0.8)	3 (0.5)	1 (0.2)
Orthopedically impaired	2 (0.4)	1 (0.3)	2 (0.3)	2 (0.4)
Other health impaired	1 (0.2)	1 (0.3)	1 (0.2)	1 (0.3)
Multiply impaired, deaf/blind	3 (0.7)	8 (1.1)	6 (0.8)	3 (0.9)
Number of respondents	779	572	761	587
Percentage in schools with minority student enrollment of:				
10% or less	34.9 (3.0)	25.6 (3.1)	27.0 (2.6)	36.0 (3.5)
11% to 25%	15.4 (2.2)	15.5 (2.6)	16.0 (2.1)	14.8 (2.6)
26% to 50%	25.7 (2.7)	44.6 (3.5)	42.6 (2.9)	22.9 (3.1)
More than 50%	24.0 (2.6)	14.3 (2.5)	14.5 (2.0)	26.3 (3.2)
Number of respondents	801	573	770	601

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10C: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Student Enrollment	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average enrollment of:									
All students	835	834	1035	788	846	1438	854	900	1003
	(75.8)	(69.3)	(69.8)	(59.4)	(51.7)	(118)	(69.8)	(68.1)	(70.6)
Secondary special education students	122	111	104	126	101	162	120	109	109
	(7.5)	(7.8)	(6.7)	(7.0)	(5.0)	(12.3)	(7.5)	(6.9)	(6.6)
Number of respondents	271	349	451	295	700	136	364	397	391
Average secondary school enrollment of students categorized as:									
Learning disabled	36	39	40	30	37	66	38	39	37
	(5.3)	(5.2)	(4.1)	(4.1)	(3.2)	(10.2)	(5.1)	(4.6)	(4.1)
Emotionally disturbed	7	9	7	6	7	12	8	8	7
	(1.0)	(1.4)	(1.2)	(1.1)	(0.9)	(1.7)	(1.1)	(1.1)	(1.2)
Speech impaired	1	1	1	1	1	1	1	1	1
	(0.4)	(0.3)	(0.3)	(0.4)	(0.2)	(0.4)	(0.3)	(0.3)	(0.3)
Mentally retarded	3	3	2	3	3	2	3	4	2
	(0.8)	(1.1)	(0.8)	(0.9)	(0.7)	(1.0)	(0.8)	(1.1)	(0.6)
Deaf/hard of hearing	53	44	36	64	37	53	50	40	42
	(5.8)	(6.6)	(5.1)	(6.3)	(3.9)	(9.3)	(5.8)	(5.3)	(5.8)
Visually impaired	3	2	1	4	2	2	3	2	1
	(0.8)	(0.7)	(0.5)	(0.9)	(0.5)	(0.6)	(0.8)	(0.6)	(0.4)
Orthopedically impaired	3	1	2	2	2	5	2	2	2
	(0.7)	(0.5)	(0.4)	(0.5)	(0.3)	(1.4)	(0.6)	(0.4)	(0.4)
Other health impaired	2	1	1	1	1	4	2	1	1
	(0.6)	(0.3)	(0.2)	(0.3)	(0.1)	(1.1)	(0.5)	(0.2)	(0.2)
Multiply impaired, deaf/blind	6	3	5	5	4	8	5	4	5
	(1.6)	(1.1)	(1.1)	(1.6)	(0.7)	(2.0)	(1.0)	(1.1)	(1.4)
Number of respondents	269	343	449	289	697	134	358	392	391
Percentage in schools with minority student enrollment of:									
10% or less	20.7	38.7	41.2	6.5	47.9	0.9	26.1	37.0	35.1
	(3.9)	(4.7)	(4.3)	(2.1)	(3.5)	(1.2)	(3.9)	(4.3)	(4.2)
11% to 25%	10.4	12.6	19.5	9.7	18.6	2.7	7.4	14.4	20.9
	(2.9)	(3.2)	(3.5)	(2.5)	(2.7)	(2.1)	(2.3)	(3.1)	(3.6)
26% to 50%	34.4	30.4	28.2	48.8	26.0	32.9	35.4	30.4	29.7
	(4.5)	(4.4)	(4.0)	(4.2)	(3.1)	(6.2)	(4.3)	(4.1)	(4.0)
More than 50%	34.5	18.3	11.1	35.1	7.5	63.5	31.0	18.2	14.3
	(4.5)	(3.7)	(2.8)	(4.0)	(1.8)	(6.3)	(4.1)	(3.4)	(3.1)
Number of respondents	275	351	454	301	706	135	364	400	399

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Student Enrollment	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with low income student enrollment of:												
Less than 10%	18.5	13.3	47.2	9.4	17.6	19.5	14.3	20.0	20.2	16.2	23.7	20.9
	(1.9)	(2.4)	(4.8)	(5.9)	(2.5)	(2.8)	(3.4)	(3.2)	(3.0)	(2.2)	(4.2)	(5.2)
10% to 25%	30.2	29.9	31.3	57.8	32.1	27.8	36.4	28.0	27.5	32.2	28.1	24.7
	(2.2)	(3.2)	(4.5)	(10.0)	(3.0)	(3.2)	(4.7)	(3.6)	(3.3)	(2.8)	(4.5)	(5.5)
26% to 50%	24.5	31.9	15.7	11.7	24.8	24.1	26.2	22.9	24.7	23.5	26.0	26.5
	(2.1)	(3.2)	(3.5)	(6.5)	(2.8)	(3.1)	(4.3)	(3.4)	(3.2)	(2.6)	(4.4)	(5.6)
More than 50%	26.9	24.9	5.7	21.2	25.4	28.6	23.1	29.1	27.6	28.1	22.2	27.9
	(2.1)	(3.0)	(2.2)	(8.3)	(2.8)	(3.2)	(4.1)	(3.7)	(3.3)	(2.7)	(4.1)	(5.7)
Number of respondents	1354	466	336	52	728	625	366	480	508	879	284	184
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*												
50% or less	6.7	16.0	6.2	0.0	6.5	7.0	6.4	7.6	6.2	8.0	7.2	0.8
	(1.2)	(2.8)	(2.4)	(0.0)	(1.6)	(1.9)	(2.7)	(2.1)	(1.8)	(1.7)	(2.6)	(1.2)
51% to 75%	22.2	26.5	12.5	20.7	25.8	18.1	17.5	23.9	23.8	23.2	19.5	22.6
	(2.1)	(3.3)	(3.3)	(8.9)	(2.9)	(2.9)	(4.2)	(3.4)	(3.2)	(2.7)	(4.0)	(5.3)
76% to 95%	57.7	49.6	58.9	53.7	55.1	60.6	60.5	55.8	57.6	56.0	59.7	61.0
	(2.5)	(3.8)	(5.0)	(11.0)	(3.3)	(3.6)	(5.4)	(4.0)	(3.7)	(3.2)	(5.0)	(6.2)
More than 95%	13.4	7.9	22.4	25.6	12.6	14.3	15.7	12.7	12.5	12.8	13.7	15.6
	(1.7)	(2.0)	(4.2)	(9.6)	(2.2)	(2.6)	(4.0)	(2.7)	(2.5)	(2.1)	(3.5)	(4.6)
Number of respondents	1260	397	302	44	678	581	295	466	499	796	275	182
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*												
25% or less	35.1	26.2	13.5	26.2	35.2	34.9	25.1	33.2	43.4	34.8	32.6	41.0
	(2.6)	(3.4)	(3.6)	(9.4)	(3.5)	(3.8)	(5.1)	(4.2)	(4.1)	(3.3)	(5.2)	(6.8)
26% to 50%	36.1	31.6	38.5	58.9	38.3	33.6	47.5	34.6	29.9	38.1	32.6	30.1
	(2.6)	(3.5)	(5.1)	(10.5)	(3.6)	(3.8)	(5.9)	(4.2)	(3.7)	(3.4)	(5.2)	(6.3)
51% to 75%	17.9	27.2	27.2	14.9	15.8	20.3	19.1	20.6	14.6	18.6	17.2	16.2
	(2.1)	(3.4)	(4.7)	(7.6)	(2.7)	(3.2)	(4.7)	(3.6)	(2.9)	(2.7)	(4.2)	(5.1)
More than 75%	10.9	15.1	20.9	0.0	10.7	11.2	8.3	11.6	12.1	8.6	17.6	12.6
	(1.7)	(2.7)	(4.3)	(0.0)	(2.3)	(2.5)	(3.3)	(2.8)	(2.7)	(1.9)	(4.2)	(4.6)
Number of respondents	1073	389	284	46	573	499	253	393	427	677	233	157

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* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10B: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Student Enrollment	Regular School	Special School	Deaf	Hard of Hearing
Percentage in schools with low income student enrollment of:				
Less than 10%	25.9	3.9	15.0	21.6
	(2.7)	(1.4)	(2.1)	(3.1)
10% to 25%	37.7	15.3	21.8	37.8
	(3.0)	(2.6)	(2.4)	(3.6)
26% to 50%	22.5	28.5	28.3	21.1
	(2.6)	(3.2)	(2.6)	(3.0)
More than 50%	14.0	52.3	34.9	19.6
	(2.2)	(3.6)	(2.8)	(3.0)
Number of respondents	804	550	754	597
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*				
50% or less	5.3	9.1	7.5	6.0
	(1.5)	(2.1)	(1.6)	(1.9)
51% to 75%	20.6	24.8	24.1	20.3
	(2.7)	(3.1)	(2.5)	(3.2)
76% to 95%	56.6	59.4	58.8	56.5
	(3.3)	(3.5)	(2.9)	(4.0)
More than 95%	17.4	6.8	9.6	17.2
	(2.5)	(1.8)	(1.7)	(3.0)
Number of respondents	699	561	732	525
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*				
25% or less	16.5	75.0	54.2	18.7
	(2.5)	(3.7)	(3.3)	(3.2)
26% to 50%	41.9	23.7	27.9	43.1
	(3.4)	(3.7)	(3.0)	(4.1)
51% to 75%	26.1	0.3	6.7	27.4
	(3.0)	(0.5)	(1.7)	(3.7)
More than 75%	15.5	1.0	11.2	10.8
	(2.5)	(0.9)	(2.1)	(2.6)
Number of respondents	677	396	596	474

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* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10C: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Student Enrollment	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with low income student enrollment of:									
Less than 10%	10.8	16.6	31.1	10.3	23.2	14.7	12.4	18.0	29.8
	(3.0)	(3.7)	(4.1)	(2.6)	(3.0)	(4.7)	(3.0)	(3.4)	(4.1)
10% to 25%	18.4	34.5	35.2	14.4	36.9	15.5	24.6	32.1	30.6
	(3.7)	(4.7)	(4.2)	(3.0)	(3.4)	(4.8)	(4.0)	(4.2)	(4.1)
26% to 50%	26.9	23.6	22.4	31.9	21.7	32.3	26.4	27.3	21.1
	(4.2)	(4.2)	(3.7)	(4.0)	(2.9)	(6.2)	(4.1)	(4.0)	(3.7)
More than 50%	43.9	25.3	11.4	43.4	18.3	37.5	36.6	22.6	18.4
	(4.7)	(4.3)	(2.8)	(4.2)	(2.8)	(6.5)	(4.4)	(3.8)	(3.5)
Number of respondents	276	342	448	299	695	131	358	399	388
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*									
50% or less	12.1	8.2	3.1	9.5	3.5	21.1	9.2	6.1	6.1
	(3.4)	(2.7)	(1.6)	(2.5)	(1.3)	(5.8)	(2.7)	(2.3)	(2.3)
51% to 75%	32.5	21.0	12.1	38.0	16.3	24.7	28.8	23.4	12.1
	(4.8)	(4.1)	(3.0)	(4.2)	(2.7)	(6.1)	(4.2)	(4.0)	(3.1)
76% to 95%	46.2	52.6	70.1	44.9	62.4	46.9	49.0	54.8	67.8
	(5.1)	(5.0)	(4.2)	(4.3)	(3.5)	(7.1)	(4.7)	(4.7)	(4.4)
More than 95%	9.2	18.2	14.7	7.6	17.7	7.3	13.1	15.7	14.0
	(3.0)	(3.9)	(3.3)	(2.3)	(2.8)	(3.7)	(3.1)	(3.4)	(3.3)
Number of respondents	245	327	420	276	657	120	340	366	359
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*									
25% or less	49.3	39.9	18.5	52.8	31.8	21.1	44.9	31.1	27.4
	(5.6)	(5.2)	(4.0)	(4.7)	(3.7)	(6.4)	(5.0)	(4.7)	(4.7)
26% to 50%	27.9	33.9	43.1	22.2	38.9	35.7	32.9	40.9	29.9
	(5.0)	(5.1)	(5.0)	(3.9)	(3.9)	(7.5)	(4.8)	(5.0)	(4.8)
51% to 75%	14.4	19.9	20.9	13.5	19.3	25.3	13.9	20.6	22.7
	(3.9)	(4.3)	(4.1)	(3.2)	(3.1)	(6.8)	(3.5)	(4.1)	(4.4)
More than 75%	8.5	6.3	17.5	11.5	10.0	18.0	8.4	7.5	20.1
	(3.1)	(2.6)	(3.9)	(3.0)	(2.4)	(6.0)	(2.8)	(2.7)	(4.2)
Number of respondents	206	286	349	238	553	101	289	319	297

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* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11A: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Staffing Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
For students in secondary schools, percentage in schools whose FTE special education staff included:												
Fewer than 5 professionals	13.0	13.1	19.1	30.2	15.4	10.1	13.0	12.9	12.3	12.0	12.3	18.7
	(1.6)	(2.3)	(3.8)	(9.3)	(2.3)	(2.1)	(3.3)	(2.7)	(2.4)	(1.9)	(3.2)	(4.9)
5 to 10 professionals	26.0	32.9	43.5	37.5	25.8	26.3	34.1	27.2	18.8	28.3	21.2	22.1
	(2.1)	(3.2)	(4.7)	(9.8)	(2.8)	(3.1)	(4.5)	(3.6)	(2.9)	(2.7)	(4.0)	(5.2)
11 to 25 professionals	24.0	31.9	31.9	29.3	21.8	26.5	21.0	27.9	22.7	24.2	26.5	20.4
	(2.0)	(3.2)	(4.5)	(9.2)	(2.6)	(3.1)	(3.9)	(3.6)	(3.1)	(2.5)	(4.4)	(5.1)
More than 25 professionals	37.1	22.2	5.4	3.0	37.0	37.1	31.1	32.0	46.2	35.5	40.0	38.8
	(2.3)	(2.9)	(2.2)	(3.5)	(3.1)	(3.4)	(4.4)	(3.7)	(3.7)	(2.8)	(4.8)	(6.1)
Number of respondents	1387	473	338	52	741	645	381	489	517	902	289	188
For students in secondary schools, average ratio of secondary special education students to special education professionals	8.2	10.0	12.8	10.2	8.3	8.1	9.2	8.3	7.5	8.1	7.8	9.6
	(0.4)	(0.5)	(1.0)	(1.4)	(0.5)	(0.6)	(0.9)	(0.6)	(0.6)	(0.5)	(0.7)	(1.4)
Number of respondents	1361	457	330	50	724	636	368	484	509	878	288	187
Percentage in schools with:												
Case managers for special ed. students	79.1	90.1	92.4	85.1	80.4	77.6	84.1	80.7	74.4	80.0	79.8	73.4
	(2.1)	(2.4)	(2.8)	(7.8)	(2.8)	(3.1)	(3.8)	(3.4)	(3.4)	(2.6)	(4.3)	(5.9)
Staff responsible for finding jobs for special ed. students	62.7	72.9	59.9	58.7	60.4	65.3	57.5	65.5	63.8	61.4	69.3	57.4
	(2.5)	(3.6)	(5.1)	(10.5)	(3.4)	(3.6)	(5.1)	(4.1)	(3.8)	(3.1)	(4.9)	(6.6)
Number of respondents	1182	351	278	43	632	549	312	412	458	759	246	170
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*												
10% or less	48.2	60.0	49.8	23.0	47.9	48.6	52.9	45.8	46.5	50.4	44.9	42.3
	(3.5)	(4.1)	(5.7)	(9.0)	(4.9)	(5.1)	(6.5)	(5.8)	(6.0)	(4.4)	(7.1)	(10.0)
11% to 25%	9.5	6.5	8.8	16.8	11.8	6.8	8.6	10.1	9.7	9.3	5.2	16.1
	(2.1)	(2.0)	(3.2)	(8.0)	(3.1)	(2.6)	(3.6)	(3.5)	(3.6)	(2.6)	(3.2)	(7.4)
26% to 50%	4.3	1.5	7.9	3.6	2.5	6.5	4.7	3.1	5.2	2.5	8.4	6.9
	(1.4)	(1.0)	(3.1)	(4.0)	(1.5)	(2.5)	(2.8)	(2.0)	(2.7)	(1.4)	(4.0)	(5.1)
More than 50%	38.0	31.9	33.4	56.6	37.9	38.0	33.8	41.1	38.6	37.7	41.5	34.7
	(3.4)	(3.9)	(5.3)	(10.6)	(4.7)	(5.0)	(6.2)	(5.8)	(5.9)	(4.3)	(7.1)	(9.6)
Number of respondents	639	340	248	45	332	307	204	237	198	427	137	70

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11B: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Staffing Characteristics	Regular School	Special School	Deaf	Hard of Hearing
For students in secondary schools, percentage in schools whose FTE special education staff included:				
Fewer than 5 professionals	19.9	0.0	6.2	19.1
	(2.5)	(0.0)	(1.4)	(2.9)
5 to 10 professionals	39.9	0.2	15.4	35.6
	(3.0)	(0.3)	(2.1)	(3.5)
11 to 25 professionals	31.7	9.6	15.8	31.4
	(2.9)	(2.1)	(2.1)	(3.4)
More than 25 professionals	8.6	90.2	62.6	14.0
	(1.7)	(2.1)	(2.8)	(2.5)
Number of respondents	813	574	770	614
For students in secondary schools, average ratio of secondary special education students to special education professionals	11.5	2.3	5.8	10.5
	(0.6)	(0.1)	(0.4)	(0.7)
Number of respondents	789	572	761	597
Percentage in schools with:				
Case managers for special ed. students	90.2	59.8	69.1	89.0
	(2.1)	(3.4)	(2.7)	(2.6)
Staff responsible for finding jobs for special ed. students	63.6	61.1	62.1	63.3
	(3.3)	(3.4)	(2.8)	(4.0)
Number of respondents	653	529	693	486
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*				
10% or less	48.2	---	51.4	47.0
	(3.5)		(5.3)	(4.4)
11% to 25%	9.5	---	7.4	10.3
	(2.1)		(2.8)	(2.7)
26% to 50%	4.3	---	8.7	2.7
	(1.4)		(3.0)	(1.4)
More than 50%	38.0	---	32.5	40.0
	(3.4)		(4.9)	(4.4)
Number of respondents	639	0	221	415

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11C: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Staffing Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
For students in secondary schools, percentage in schools whose FTE special education staff included:									
Fewer than 5 professionals	7.0	13.8	22.5	7.6	16.9	8.8	10.8	15.9	16.2
	(2.4)	(3.3)	(3.6)	(2.2)	(2.6)	(3.7)	(2.8)	(3.2)	(3.2)
5 to 10 professionals	19.1	27.3	29.1	22.1	26.3	23.0	24.3	27.6	23.8
	(3.7)	(4.3)	(3.9)	(3.5)	(3.1)	(5.5)	(3.9)	(4.0)	(3.8)
11 to 25 professionals	26.9	22.9	21.2	20.8	25.3	28.2	23.4	22.8	27.2
	(4.2)	(4.1)	(3.6)	(3.4)	(3.1)	(5.9)	(3.8)	(3.7)	(3.9)
More than 25 professionals	47.0	36.0	27.2	49.6	31.5	40.0	41.5	33.7	32.8
	(4.7)	(4.7)	(3.9)	(4.2)	(3.3)	(6.4)	(4.5)	(4.2)	(4.1)
Number of respondents	277	353	462	303	714	137	368	407	400
For students in secondary schools, average ratio of secondary special education students to special education professionals	6.6	8.7	9.9	7.0	8.7	9.1	8.0	8.5	8.7
	(0.6)	(0.9)	(0.9)	(0.7)	(0.6)	(1.2)	(0.7)	(0.8)	(0.8)
Number of respondents	271	349	449	296	698	136	364	398	389
Percentage in schools with:									
Case managers for special ed. students	75.1	79.2	86.0	69.9	81.8	94.4	81.8	77.5	82.0
	(4.3)	(4.3)	(3.2)	(4.2)	(2.8)	(3.2)	(3.8)	(4.0)	(3.5)
Staff responsible for finding jobs for special ed. students	65.4	58.8	62.4	54.5	62.3	82.9	64.3	57.3	65.3
	(4.8)	(5.2)	(4.5)	(4.6)	(3.6)	(5.7)	(4.7)	(4.7)	(4.5)
Number of respondents	232	300	394	254	636	101	307	339	348
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*									
10% or less	51.1	53.2	41.2	60.8	45.9	45.5	49.0	53.3	43.6
	(7.2)	(7.3)	(5.8)	(7.2)	(4.9)	(9.6)	(7.2)	(6.4)	(5.9)
11% to 25%	9.5	4.5	13.7	7.3	7.8	20.4	9.0	7.0	11.4
	(4.2)	(3.0)	(4.1)	(3.8)	(2.6)	(7.7)	(4.1)	(3.2)	(3.8)
26% to 50%	2.5	4.1	4.0	3.9	4.5	1.2	2.6	4.6	4.7
	(2.2)	(2.9)	(2.3)	(2.9)	(2.0)	(2.1)	(2.3)	(2.7)	(2.5)
More than 50%	36.9	38.2	41.1	27.9	41.8	32.9	39.5	35.0	40.3
	(6.9)	(7.1)	(5.8)	(6.6)	(4.8)	(9.0)	(7.0)	(6.1)	(5.9)
Number of respondents	116	158	247	106	367	67	150	198	209

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
School Policies	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
MAINSTREAMING												
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	33.8	34.8	38.5	23.5	28.3	40.3	36.8	32.7	32.5	36.7	32.6	23.0
	(3.3)	(3.9)	(5.3)	(9.3)	(4.3)	(4.9)	(6.3)	(5.4)	(5.5)	(4.2)	(6.5)	(8.3)
Number of respondents	660	347	265	43	338	322	204	244	212	434	146	75
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*												
Special inservice training	49.0	49.9	58.5	28.7	47.7	50.5	43.0	51.3	51.6	48.0	47.4	54.6
	(3.5)	(4.1)	(5.3)	(9.9)	(4.8)	(5.0)	(6.4)	(5.7)	(5.9)	(4.4)	(6.9)	(9.8)
Consultation services	95.5	98.4	95.9	89.1	96.7	94.2	95.8	93.2	97.6	96.2	96.8	91.2
	(1.4)	(1.0)	(2.1)	(6.8)	(1.7)	(2.3)	(2.6)	(2.9)	(1.8)	(1.7)	(2.4)	(5.6)
Special materials	60.5	62.6	54.9	67.3	58.7	62.6	60.6	57.3	63.6	57.8	60.5	72.0
	(3.4)	(4.0)	(5.4)	(10.3)	(4.8)	(4.8)	(6.3)	(5.7)	(5.6)	(4.3)	(6.8)	(8.8)
Classroom aides	52.7	59.5	54.2	36.4	54.4	50.8	47.5	51.6	58.3	48.0	59.0	63.1
	(3.5)	(4.0)	(5.4)	(10.6)	(4.8)	(5.0)	(6.5)	(5.7)	(5.8)	(4.4)	(6.8)	(9.5)
Reduced class size	11.7	7.5	16.6	11.1	14.8	8.1	10.4	12.3	12.2	9.5	17.0	14.3
	(2.2)	(2.2)	(4.0)	(6.9)	(3.4)	(2.7)	(4.0)	(3.8)	(3.8)	(2.6)	(5.2)	(6.9)
None of these	0.4	0.6	0.2	0.0	0.4	0.4	0.6	0.7	0.0	0.5	0.3	0.0
	(0.4)	(0.6)	(0.5)	(0.0)	(0.6)	(0.6)	(1.0)	(0.9)	(0.0)	(0.6)	(0.7)	(0.0)
Number of respondents	661	347	267	43	338	323	205	245	211	436	145	75
GRADING												
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*												
On same standard as regular education students	67.9	77.4	74.0	37.8	61.3	75.3	64.6	68.3	70.3	67.4	62.7	76.0
	(3.4)	(3.5)	(5.2)	(10.8)	(4.9)	(4.5)	(6.4)	(5.7)	(5.6)	(4.2)	(7.3)	(8.8)
On different standard	31.5	21.4	26.0	62.2	38.4	23.7	35.0	31.7	28.4	31.7	37.3	24.0
	(3.4)	(3.4)	(5.2)	(10.8)	(4.9)	(4.4)	(6.4)	(5.7)	(5.5)	(4.2)	(7.3)	(8.8)
Did not grade mainstreamed students	0.6	1.2	0.0	0.0	0.2	1.0	0.4	0.0	1.3	0.9	0.0	0.0
	(0.6)	(0.9)	(0.0)	(0.0)	(0.5)	(1.0)	(0.9)	(0.0)	(1.4)	(0.9)	(0.0)	(0.0)
Number of respondents	606	330	230	41	310	296	194	218	194	409	125	68

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
School Policies	Regular School	Special School	Deaf	Hard of Hearing
MAINSTREAMING				
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	33.8	---	36.1	32.9
	(3.3)		(4.9)	(4.1)
Number of respondents	660	0	228	429
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*				
Special inservice training	49.0	---	58.0	45.6
	(3.5)		(5.1)	(4.4)
Consultation services	95.5	---	98.8	94.3
	(1.4)		(1.1)	(2.0)
Special materials	60.5	---	70.2	56.8
	(3.4)		(4.7)	(4.3)
Classroom aides	52.7	---	72.4	45.3
	(3.5)		(4.6)	(4.4)
Reduced class size	11.7	---	13.3	11.1
	(2.2)		(3.5)	(2.8)
None of these	0.4	---	0.3	0.4
	(0.4)		(0.6)	(0.6)
Number of respondents	661	0	228	430
GRADING				
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*				
On same standard as regular education students	67.9	---	70.3	67.0
	(3.4)		(4.8)	(4.3)
On different standard	31.5	---	29.7	32.2
	(3.4)		(4.8)	(4.3)
Did not grade mainstreamed students	0.6	---	0.0	0.8
	(0.6)		(0.0)	(0.8)
Number of respondents	606	0	215	390

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12C: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
MAINSTREAMING									
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	29.4	36.4	32.7	31.7	33.4	42.2	26.9	36.6	38.5
	(6.5)	(6.9)	(5.4)	(6.8)	(4.5)	(9.0)	(6.4)	(6.1)	(5.6)
Number of respondents	117	162	259	106	378	73	151	200	223
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*									
Special inservice training	50.2	45.8	57.2	46.1	52.3	48.2	44.6	55.6	52.1
	(7.2)	(7.1)	(5.7)	(7.3)	(4.8)	(9.1)	(7.1)	(6.3)	(5.7)
Consultation services	94.4	93.0	98.7	94.4	96.8	90.3	91.2	97.0	98.6
	(3.3)	(3.6)	(1.3)	(3.4)	(1.7)	(5.4)	(4.0)	(2.1)	(1.3)
Special materials	64.5	55.0	56.4	53.1	59.6	63.8	62.5	53.7	60.8
	(6.9)	(7.1)	(5.7)	(7.3)	(4.7)	(8.7)	(6.9)	(6.3)	(5.6)
Classroom aides	46.9	45.7	63.0	43.3	55.8	46.3	47.9	47.8	62.0
	(7.1)	(7.1)	(5.6)	(7.3)	(4.8)	(9.1)	(7.1)	(6.3)	(5.6)
Reduced class size	4.9	14.9	14.4	9.2	14.3	0.0	13.8	10.2	11.1
	(3.1)	(5.1)	(4.0)	(4.2)	(3.4)	(0.0)	(4.9)	(3.9)	(3.6)
None of these	0.8	0.0	0.5	0.6	0.2	0.0	0.6	0.3	0.6
	(1.3)	(0.0)	(0.8)	(1.1)	(0.5)	(0.0)	(1.1)	(0.7)	(0.9)
Number of respondents	117	164	258	106	378	73	153	199	223
GRADING									
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*									
On same standard as regular education students	78.3	65.7	62.7	67.4	69.4	69.4	62.6	75.4	67.2
	(5.9)	(7.1)	(6.0)	(6.9)	(4.7)	(8.6)	(7.1)	(5.6)	(5.9)
On different standard	20.0	33.6	37.3	28.7	30.6	30.6	37.4	23.7	31.6
	(5.7)	(7.0)	(6.0)	(6.6)	(4.7)	(8.6)	(7.1)	(5.5)	(5.8)
Did not grade mainstreamed students	1.7	0.8	0.0	3.9	0.0	0.0	0.0	0.9	1.2
	(1.8)	(1.3)	(0.0)	(2.8)	(0.0)	(0.0)	(0.0)	(1.2)	(1.4)
Number of respondents	116	150	225	106	331	71	143	193	190

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Continued)

		Community			Gender		Age in 1987			School Status		
School Policies	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
GRADING (CONCLUDED)												
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*												
On same standard as regular classes	19.5	25.1	18.4	10.3	18.1	21.0	14.4	24.1	19.5	20.9	19.9	12.1
	(2.8)	(3.7)	(4.3)	(6.8)	(3.8)	(4.2)	(4.6)	(5.0)	(4.8)	(3.6)	(5.7)	(6.7)
On standard different from regular classes	80.2	74.9	81.3	89.7	81.4	78.7	85.6	75.6	79.8	78.8	79.5	87.9
	(2.8)	(3.7)	(4.3)	(6.8)	(3.8)	(4.2)	(4.6)	(5.1)	(4.9)	(3.6)	(5.8)	(6.7)
Did not give grades for special education classes	0.3	0.0	0.4	0.0	0.4	0.2	0.0	0.3	0.7	0.3	0.7	0.0
	(0.4)	(0.0)	(0.7)	(0.0)	(0.7)	(0.5)	(0.0)	(0.6)	(1.0)	(0.5)	(1.2)	(0.0)
Number of respondents	623	328	250	41	320	303	197	229	197	416	136	68
PRIMARY SCHOOL FUNCTION												
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**												
Academic skills	42.7	55.8	61.3	56.3	44.8	40.3	44.9	44.5	39.8	43.0	44.5	39.0
	(2.7)	(4.5)	(5.5)	(11.3)	(3.7)	(4.0)	(5.7)	(4.7)	(4.1)	(3.5)	(5.7)	(7.1)
Independent living skills	49.2	34.5	31.8	43.7	46.4	52.3	47.6	48.0	51.1	48.7	46.8	54.1
	(2.8)	(4.3)	(5.3)	(11.3)	(3.7)	(4.1)	(5.8)	(4.8)	(4.2)	(3.5)	(5.7)	(7.3)
Skills for employment	8.1	9.7	6.9	0.0	8.8	7.4	7.5	7.5	9.0	8.2	8.8	6.9
	(1.5)	(2.7)	(2.9)	(0.0)	(2.1)	(2.2)	(3.0)	(2.5)	(2.4)	(1.9)	(3.2)	(3.7)
Number of respondents	1004	286	235	40	536	467	256	342	406	639	218	144
SUSPENSION/EXPULSION												
Percentage in schools in which special education students:												
Could not be suspended or expelled	24.2	24.2	28.4	20.6	24.7	23.6	23.0	22.2	26.7	24.2	26.9	21.9
	(2.2)	(3.4)	(4.7)	(9.2)	(3.0)	(3.2)	(4.4)	(3.6)	(3.4)	(2.7)	(4.7)	(5.5)
Could only be suspended	25.5	24.3	24.3	29.1	26.7	24.1	25.3	23.9	26.9	27.0	19.6	27.7
	(2.2)	(3.4)	(4.5)	(10.4)	(3.0)	(3.2)	(4.5)	(3.7)	(3.4)	(2.8)	(4.2)	(5.9)
Could only be expelled	22.4	22.2	18.2	24.1	21.9	23.0	23.4	23.3	20.9	22.3	20.3	26.0
	(2.1)	(3.3)	(4.0)	(9.8)	(2.8)	(3.1)	(4.4)	(3.6)	(3.2)	(2.7)	(4.3)	(5.8)
Could be both suspended and expelled	27.9	29.3	29.1	26.2	26.7	29.4	28.3	30.5	25.5	26.4	33.1	24.4
	(2.3)	(3.6)	(4.7)	(10.0)	(3.0)	(3.4)	(4.7)	(3.9)	(3.4)	(2.8)	(5.0)	(5.7)
Number of respondents	1204	363	292	40	641	562	315	418	471	772	254	171

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Continued)

	Type of School Attended		Degree of Hearing Loss	
School Policies	Regular School	Special School	Deaf	Hard of Hearing
GRADING (CONCLUDED)				
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*				
On same standard as regular classes	19.5	---	19.2	19.5
	(2.8)		(4.1)	(3.6)
On standard different from regular classes	80.2	---	80.4	80.1
	(2.8)		(4.2)	(3.6)
Did not give grades for special education classes	0.3	---	0.4	0.3
	(0.4)		(0.6)	(0.5)
Number of respondents	623	0	218	403
PRIMARY SCHOOL FUNCTION				
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**				
Academic skills	60.2	11.9	26.8	59.3
	(3.7)	(2.4)	(2.8)	(4.5)
Independent living skills	33.2	77.3	65.0	32.5
	(3.6)	(3.0)	(3.0)	(4.3)
Skills for employment	6.6	10.8	8.2	8.1
	(1.9)	(2.3)	(1.7)	(2.5)
Number of respondents	537	467	606	396
SUSPENSION/EXPULSION				
Percentage in schools in which special education students:				
Could not be suspended or expelled	25.3	22.4	22.9	25.5
	(3.0)	(2.9)	(2.5)	(3.6)
Could only be suspended	24.4	27.2	25.9	25.1
	(3.0)	(3.1)	(2.6)	(3.6)
Could only be expelled	21.1	24.5	23.1	21.8
	(2.8)	(3.0)	(2.5)	(3.4)
Could be both suspended and expelled	29.1	25.9	28.1	27.6
	(3.1)	(3.1)	(2.6)	(3.7)
Number of respondents	662	542	705	496

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12C: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Continued)

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
GRADING (CONCLUDED)									
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*									
On same standard as regular classes	28.8 (6.4)	14.0 (5.1)	16.2 (4.4)	22.1 (6.0)	18.4 (3.8)	19.0 (7.5)	18.6 (5.7)	21.3 (5.2)	17.3 (4.5)
On standard different from regular classes	70.7 (6.5)	85.2 (5.2)	83.8 (4.4)	77.2 (6.1)	81.2 (3.9)	81.0 (7.5)	81.4 (5.7)	78.0 (5.3)	82.2 (4.6)
Did not give grades for special education classes	0.5 (1.0)	0.8 (1.3)	0.0 (0.0)	0.7 (1.2)	0.4 (0.6)	0.0 (0.0)	0.0 (0.0)	0.7 (1.0)	0.5 (0.8)
Number of respondents	112	154	246	108	356	66	143	194	209
PRIMARY SCHOOL FUNCTION									
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**									
Academic skills	31.8 (5.0)	47.9 (5.9)	53.1 (5.0)	35.2 (4.9)	46.4 (3.9)	51.1 (8.6)	43.2 (5.3)	41.8 (5.1)	50.9 (5.2)
Independent living skills	55.2 (5.4)	45.6 (5.9)	40.5 (4.9)	49.0 (5.1)	47.2 (4.0)	40.5 (8.4)	48.0 (5.4)	49.1 (5.2)	42.0 (5.1)
Skills for employment	13.0 (3.6)	6.5 (2.9)	6.5 (2.5)	15.9 (3.7)	6.4 (1.9)	8.4 (4.8)	8.8 (3.0)	9.2 (3.0)	7.1 (2.6)
Number of respondents	200	246	337	204	554	78	264	286	293
SUSPENSION/EXPULSION									
Percentage in schools in which special education students:									
Could not be suspended or expelled	23.9 (4.2)	20.4 (4.2)	27.7 (4.1)	27.2 (4.0)	24.4 (3.1)	18.4 (5.9)	21.8 (4.1)	25.4 (4.1)	25.0 (4.0)
Could only be suspended	24.3 (4.2)	27.6 (4.7)	26.0 (4.1)	22.3 (3.8)	28.2 (3.3)	24.1 (6.5)	27.7 (4.4)	22.1 (3.9)	29.9 (4.2)
Could only be expelled	24.2 (4.2)	23.1 (4.4)	20.6 (3.7)	22.5 (3.8)	21.2 (3.0)	32.2 (7.1)	20.2 (4.0)	31.6 (4.3)	14.4 (3.3)
Could be both suspended and expelled	27.7 (4.4)	28.9 (4.8)	25.8 (4.0)	28.0 (4.1)	26.2 (3.2)	25.3 (6.6)	30.3 (4.6)	20.9 (3.8)	30.8 (4.3)
Number of respondents	240	306	400	259	647	101	314	348	355

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
School Policies	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
SUSPENSION/EXPULSION (CONCLUDED) Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	89.2	84.5	88.8	74.6	89.3	89.0	81.0	89.9	94.0	85.8	91.2	98.9
	(1.6)	(2.9)	(3.3)	(10.9)	(2.1)	(2.3)	(4.1)	(2.6)	(1.9)	(2.2)	(3.1)	(1.4)
Number of respondents	1169	350	281	35	623	545	304	405	460	748	244	170
GRADUATION Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*												
Special ed. students meet same standards as regular students	93.2	92.7	99.5	81.1	94.4	91.8	86.9	93.9	96.8	90.3	97.5	98.2
	(1.8)	(2.2)	(0.8)	(9.3)	(2.4)	(2.8)	(5.2)	(2.8)	(2.1)	(2.8)	(2.2)	(2.6)
Students pass a minimum competency test	6.8	7.3	0.5	18.9	5.6	8.2	13.1	6.1	3.2	9.7	2.5	1.8
	(1.8)	(2.2)	(0.8)	(9.3)	(2.4)	(2.8)	(5.2)	(2.8)	(2.1)	(2.8)	(2.2)	(2.6)
Number of respondents	596	313	242	36	301	295	153	236	207	379	140	72
Of students in schools that required minimum compentency tests for graduation, percentage in schools whose special education students were:**												
Exempt from such tests	0.2	0.8	0.0	0.0	0.4	0.0	0.3	0.0	0.4	0.1	0.8	0.0
	(0.3)	(0.8)	(0.0)	(0.0)	(0.5)	(0.0)	(0.7)	(0.0)	(0.6)	(0.2)	(1.1)	(0.0)
Held to same testing procedures/ standards as other students	51.2	59.4	47.4	51.6	51.0	51.4	42.1	50.4	56.7	53.8	47.3	46.4
	(3.1)	(4.7)	(7.2)	(15.6)	(4.2)	(4.7)	(6.5)	(5.4)	(4.6)	(4.0)	(6.3)	(8.3)
Given extra help in taking the test	41.5	39.7	53.8	75.4	39.3	44.0	41.4	46.6	37.5	42.7	40.4	38.0
	(3.1)	(4.6)	(7.2)	(13.5)	(4.1)	(4.6)	(6.5)	(5.4)	(4.5)	(3.9)	(6.2)	(8.0)
Given a modified test	23.8	17.0	21.3	7.4	26.1	21.1	30.2	26.8	17.9	25.9	25.0	13.1
	(2.6)	(3.6)	(5.9)	(8.2)	(3.6)	(3.8)	(6.1)	(4.8)	(3.6)	(3.5)	(5.4)	(5.6)
Allowed to meet different standards	9.7	14.1	23.7	4.9	11.9	7.0	8.3	9.7	10.3	7.3	9.4	19.7
	(1.8)	(3.3)	(6.2)	(6.8)	(2.7)	(2.4)	(3.7)	(3.2)	(2.8)	(2.1)	(3.7)	(6.6)
Number of respondents	712	232	138	21	384	328	164	248	300	445	162	102

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* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.

** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

School Policies	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
SUSPENSION/EXPULSION (CONCLUDED)				
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	85.2	95.5	93.1	84.9
	(2.5)	(1.4)	(1.5)	(3.0)
Number of respondents	633	536	694	472
GRADUATION				
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*				
Special ed. students meet same standards as regular students	93.2	---	97.8	91.3
	(1.8)		(1.6)	(2.6)
Students pass a minimum competency test	6.8	---	2.2	8.7
	(1.8)		(1.6)	(2.6)
Number of respondents	596	0	212	381
Of students in schools that required minimum compentency tests for graduation, percentage in schools whose special education students were:**				
Exempt from such tests	0.4	0.0	0.1	0.4
	(0.5)	(0.0)	(0.2)	(0.6)
Held to same testing procedures/standards as other students	52.1	50.0	49.1	53.8
	(4.3)	(4.3)	(3.7)	(5.2)
Given extra help in taking the test	52.2	26.8	33.4	51.2
	(4.3)	(3.8)	(3.5)	(5.2)
Given a modified test	17.8	32.0	31.2	14.9
	(3.3)	(4.0)	(3.5)	(3.7)
Allowed to meet different standards	16.7	0.0	7.5	12.1
	(3.2)	(0.0)	(2.0)	(3.4)
Number of respondents	373	338	433	278

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* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.

** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12C: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
School Policies	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
SUSPENSION/EXPULSION (CONCLUDED)									
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	90.5	87.1	85.5	92.2	87.2	86.8	84.2	94.0	85.3
	(2.9)	(3.6)	(3.3)	(2.5)	(2.5)	(5.2)	(3.7)	(2.2)	(3.3)
Number of respondents	235	290	388	253	621	99	303	334	345
GRADUATION									
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*									
Special ed. students meet same standards as regular students	94.3	86.2	98.2	93.1	91.8	95.9	91.2	91.5	96.1
	(3.5)	(5.2)	(1.6)	(3.7)	(2.8)	(3.9)	(4.4)	(3.6)	(2.3)
Students pass a minimum competency test	5.7	13.8	1.8	6.9	8.2	4.1	8.8	8.5	3.9
	(3.5)	(5.2)	(1.6)	(3.7)	(2.8)	(3.9)	(4.4)	(3.6)	(2.3)
Number of respondents	104	146	238	99	343	63	130	185	205
Of students in schools that required minimum compentency tests for graduation, percentage in schools whose special education students were:**									
Exempt from such tests	0.7	0.0	0.2	0.0	0.0	2.0	0.5	0.0	0.2
	(1.1)	(0.0)	(0.5)	(0.0)	(0.0)	(2.5)	(0.9)	(0.0)	(0.5)
Held to same testing procedures/ standards as other students	53.2	51.3	45.3	57.0	51.3	35.9	44.9	58.2	48.3
	(6.4)	(6.4)	(5.2)	(5.4)	(4.7)	(8.4)	(5.8)	(5.8)	(5.7)
Given extra help in taking the test	41.3	40.3	39.8	38.3	39.1	55.3	43.7	40.5	39.0
	(6.3)	(6.3)	(5.1)	(5.3)	(4.6)	(8.7)	(5.8)	(5.8)	(5.6)
Given a modified test	20.0	21.2	32.4	14.2	27.4	25.3	23.4	18.7	30.4
	(5.1)	(5.3)	(4.9)	(3.8)	(4.2)	(7.6)	(5.0)	(4.6)	(5.2)
Allowed to meet different standards	8.3	9.9	15.7	8.2	11.7	11.8	11.0	9.5	12.9
	(3.5)	(3.8)	(3.8)	(3.0)	(3.0)	(5.7)	(3.7)	(3.5)	(3.8)
Number of respondents	139	176	242	167	347	79	193	190	217

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* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.

** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Coordination Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	81.7	72.7	85.8	79.6	83.1	80.1	75.6	85.8	82.7	82.1	82.5	77.6
	(2.3)	(3.8)	(3.7)	(8.9)	(3.1)	(3.5)	(5.0)	(3.5)	(3.7)	(2.9)	(4.6)	(7.2)
Number of respondents	892	318	272	42	469	422	256	325	311	591	192	103
Percentage in schools with at least monthly contact with:												
State vocational rehabilitation agency (VR)	47.5	40.4	29.3	25.0	51.5	42.9	37.0	47.9	54.2	44.1	53.7	52.6
	(2.6)	(4.1)	(4.8)	(9.3)	(3.5)	(3.8)	(5.2)	(4.5)	(3.9)	(3.3)	(5.5)	(6.8)
State developmental disabilities agency	20.4	14.5	9.8	20.5	21.8	18.9	18.0	16.8	25.3	17.0	24.2	31.0
	(2.3)	(3.2)	(3.6)	(10.0)	(3.2)	(3.4)	(4.5)	(3.8)	(3.7)	(2.8)	(5.0)	(7.1)
Vocational schools	28.1	31.3	35.3	28.1	31.1	24.6	23.5	28.2	31.3	27.5	27.3	32.8
	(2.4)	(4.1)	(5.3)	(9.7)	(3.4)	(3.4)	(4.7)	(4.2)	(3.7)	(3.0)	(5.1)	(6.5)
Colleges	11.6	8.4	9.9	0.0	10.6	12.7	7.7	11.9	13.9	10.4	10.6	18.0
	(1.7)	(2.5)	(3.1)	(0.0)	(2.2)	(2.6)	(2.9)	(3.0)	(2.8)	(2.0)	(3.6)	(5.3)
Mental health agencies	33.4	22.4	26.0	29.1	34.8	31.5	36.2	29.4	34.7	32.4	34.1	36.5
	(2.5)	(3.7)	(4.8)	(9.9)	(3.4)	(3.7)	(5.3)	(4.1)	(3.9)	(3.2)	(5.4)	(6.8)
Social service agencies	46.3	26.6	35.0	33.9	45.8	46.8	41.0	45.5	50.5	43.5	46.1	58.2
	(2.7)	(3.9)	(5.3)	(10.3)	(3.6)	(4.0)	(5.4)	(4.5)	(4.1)	(3.3)	(5.7)	(7.0)
Number of respondents	930	261	210	32	507	423	245	314	371	601	196	129

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* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Coordination Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	79.5	88.6	83.6	80.3
	(2.9)	(3.2)	(2.7)	(3.5)
Number of respondents	620	272	453	436
Percentage in schools with at least monthly contact with:				
State vocational rehabilitation agency (VR)	33.3	69.8	60.7	34.0
	(3.4)	(3.2)	(2.9)	(4.1)
State developmental disabilities agency	14.4	29.7	22.1	18.8
	(2.9)	(3.4)	(2.6)	(3.8)
Vocational schools	32.9	20.7	23.8	32.7
	(3.5)	(3.0)	(2.6)	(4.2)
Colleges	7.5	17.7	13.6	9.4
	(2.0)	(2.8)	(2.1)	(2.6)
Mental health agencies	25.1	47.6	39.2	27.5
	(3.2)	(3.5)	(2.9)	(4.0)
Social service agencies	31.6	70.3	59.0	33.2
	(3.5)	(3.2)	(3.0)	(4.2)
Number of respondents	484	446	557	371

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* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13C: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Coordination Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	86.2	77.9	82.0	74.8	81.9	89.6	84.7	76.7	82.5
	(4.3)	(5.1)	(3.9)	(5.3)	(3.2)	(4.9)	(4.3)	(4.6)	(4.0)
Number of respondents	160	228	332	150	517	88	217	277	278
Percentage in schools with at least monthly contact with:									
State vocational rehabilitation agency (VR)	50.4	41.8	48.5	58.3	46.8	29.3	48.9	43.4	48.4
	(5.1)	(5.3)	(4.8)	(4.5)	(3.8)	(7.1)	(5.0)	(4.8)	(4.8)
State developmental disabilities agency	21.5	21.6	15.7	24.5	21.6	8.5	24.9	17.9	15.9
	(4.7)	(5.1)	(3.9)	(4.2)	(3.6)	(4.8)	(4.7)	(4.3)	(3.9)
Vocational schools	28.9	32.6	28.0	24.0	33.0	18.4	31.1	32.8	23.8
	(4.8)	(5.3)	(4.3)	(4.1)	(3.7)	(6.1)	(4.8)	(4.8)	(4.2)
Colleges	16.8	10.9	6.5	22.8	8.6	9.8	17.6	10.8	5.4
	(3.9)	(3.5)	(2.4)	(4.0)	(2.2)	(4.3)	(3.9)	(3.1)	(2.2)
Mental health agencies	35.6	39.2	27.7	34.5	34.6	31.8	42.0	33.1	25.5
	(5.0)	(5.4)	(4.4)	(4.6)	(3.7)	(7.5)	(5.1)	(4.8)	(4.2)
Social service agencies	49.7	48.0	41.4	53.6	47.4	24.6	51.8	41.9	44.1
	(5.2)	(5.6)	(4.9)	(4.8)	(3.9)	(7.1)	(5.1)	(5.0)	(4.9)
Number of respondents	193	224	302	210	474	82	256	249	271

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* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Coordination Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*												
Referrals of special education students to VR	82.9	88.1	85.5	83.7	83.3	82.5	83.0	82.9	82.9	82.7	82.6	83.6
	(2.0)	(2.7)	(3.8)	(8.1)	(2.7)	(2.9)	(4.4)	(3.3)	(2.9)	(2.5)	(4.1)	(4.9)
VR staff involvement in writing IEPs	25.6	30.1	35.7	22.8	25.0	26.1	24.3	23.1	28.4	22.4	29.0	31.7
	(2.3)	(3.8)	(5.2)	(9.2)	(3.1)	(3.4)	(5.0)	(3.7)	(3.5)	(2.8)	(4.9)	(6.2)
VR staff being assigned to ongoing work in the school	54.3	42.5	42.4	18.7	54.4	54.0	48.5	53.1	58.7	52.5	60.0	52.9
	(2.6)	(4.1)	(5.4)	(8.6)	(3.6)	(3.8)	(5.8)	(4.3)	(3.8)	(3.3)	(5.3)	(6.6)
VR and school staff collaboration in developing programs	52.1	37.1	40.2	32.5	54.7	49.0	49.4	50.8	54.7	50.1	55.6	54.2
	(2.6)	(4.0)	(5.4)	(10.3)	(3.6)	(3.8)	(5.8)	(4.4)	(3.9)	(3.3)	(5.3)	(6.6)
No VR contact or no action taken	4.8	6.5	5.0	12.1	3.4	6.5	5.2	5.0	4.5	5.0	6.6	2.0
	(1.1)	(2.1)	(2.4)	(7.2)	(1.3)	(1.9)	(2.6)	(1.9)	(1.6)	(1.5)	(2.7)	(1.9)
Number of respondents	1141	329	262	42	603	537	261	413	467	718	247	169
Percentage in schools that usually or always:												
When students changed schools:												
Transferred IEPs	15.1	21.0	14.8	24.4	15.5	14.6	25.6	14.7	8.2	19.4	11.6	2.4
	(1.8)	(3.2)	(3.7)	(9.2)	(2.5)	(2.6)	(4.5)	(3.1)	(2.1)	(2.5)	(3.4)	(2.1)
Transferred files	15.4	21.4	15.0	25.3	15.9	14.8	25.8	14.9	8.7	19.8	12.0	2.4
	(1.8)	(3.3)	(3.7)	(9.3)	(2.5)	(2.7)	(4.5)	(3.1)	(2.2)	(2.5)	(3.5)	(2.1)
Discussed student needs with other schools' staff	11.4	13.2	11.4	23.2	12.6	10.0	16.3	12.3	7.3	13.8	11.3	2.1
	(1.6)	(2.7)	(3.3)	(9.1)	(2.3)	(2.2)	(3.8)	(2.8)	(2.0)	(2.2)	(3.4)	(1.9)
When students became clients of service agencies:												
Sent files to agencies	13.9	17.0	13.2	28.1	14.7	12.9	21.1	14.5	8.5	17.8	10.9	2.1
	(1.8)	(3.0)	(3.6)	(10.3)	(2.5)	(2.5)	(4.3)	(3.1)	(2.2)	(2.5)	(3.4)	(1.9)
Discussed student needs with agency staff	13.2	17.8	12.0	25.5	14.0	12.4	21.1	12.8	8.3	16.9	10.4	2.3
	(1.7)	(3.1)	(3.4)	(9.4)	(2.4)	(2.5)	(4.3)	(2.9)	(2.1)	(2.4)	(3.3)	(2.0)
Number of respondents	1165	359	287	39	624	540	304	402	459	749	246	163

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Coordination Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*				
Referrals of special education students to VR	85.6 (2.6)	78.7 (2.9)	80.6 (2.3)	85.3 (3.1)
VR staff involvement in writing IEPs	30.9 (3.4)	17.2 (2.6)	22.6 (2.5)	28.5 (3.9)
VR staff being assigned to ongoing work in the school	35.6 (3.5)	83.6 (2.6)	70.5 (2.7)	37.2 (4.2)
VR and school staff collaboration in developing programs	37.3 (3.5)	75.2 (3.0)	67.3 (2.8)	36.0 (4.2)
No VR contact or no action taken	7.8 (2.0)	0.2 (0.3)	2.5 (0.9)	7.3 (2.3)
Number of respondents	600	541	689	449
Percentage in schools that usually or always:				
When students changed schools:				
Transferred IEPs	19.1 (2.7)	8.1 (1.9)	10.9 (1.8)	19.1 (3.2)
Transferred files	19.6 (2.7)	8.1 (1.9)	11.4 (1.9)	19.3 (3.2)
Discussed student needs with other schools' staff	14.1 (2.4)	6.7 (1.8)	8.4 (1.6)	14.3 (2.9)
When students became clients of service agencies:				
Sent files to agencies	17.5 (2.6)	7.6 (1.9)	10.2 (1.8)	17.5 (3.2)
Discussed student needs with agency staff	16.8 (2.6)	7.2 (1.8)	9.6 (1.7)	16.8 (3.1)
Number of respondents	653	512	675	487

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13C: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Coordination Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*									
Referrals of special education students to VR	84.5 (3.8)	79.4 (4.4)	79.5 (3.8)	81.3 (3.6)	81.1 (3.0)	75.1 (7.1)	77.5 (4.3)	83.8 (3.6)	81.4 (3.7)
VR staff involvement in writing IEPs	15.5 (3.8)	27.0 (4.8)	31.9 (4.4)	15.9 (3.3)	29.4 (3.4)	27.6 (7.3)	22.8 (4.3)	27.2 (4.3)	27.9 (4.3)
VR staff being assigned to ongoing work in the school	59.7 (5.1)	49.5 (5.4)	51.3 (4.8)	61.7 (4.4)	53.4 (3.8)	38.1 (8.0)	55.2 (5.1)	50.2 (4.9)	54.8 (4.8)
VR and school staff collaboration in developing programs	48.8 (5.2)	51.6 (5.4)	50.4 (4.8)	50.6 (4.6)	52.2 (3.8)	49.8 (8.2)	52.7 (5.1)	46.8 (4.8)	54.5 (4.8)
No VR contact or no action taken	1.7 (1.4)	6.9 (2.7)	7.8 (2.6)	4.8 (2.0)	6.0 (1.8)	6.2 (3.9)	5.6 (2.4)	2.2 (1.4)	9.5 (2.8)
Number of respondents	227	290	376	248	614	90	294	328	337
Percentage in schools that usually or always:									
When students changed schools:									
Transferred IEPs	12.7 (3.4)	18.1 (4.1)	20.0 (3.7)	14.9 (3.2)	16.9 (2.8)	17.1 (5.7)	20.6 (4.0)	9.3 (2.8)	21.3 (3.8)
Transferred files	13.1 (3.4)	18.2 (4.1)	20.6 (3.7)	14.9 (3.2)	17.3 (2.8)	18.0 (5.8)	20.9 (4.0)	9.5 (2.8)	22.2 (3.9)
Discussed student needs with other schools' staff	9.4 (2.9)	15.1 (3.8)	14.3 (3.2)	8.5 (2.5)	14.2 (2.6)	13.4 (5.2)	17.5 (3.8)	5.9 (2.2)	15.3 (3.4)
When students became clients of service agencies:									
Sent files to agencies	11.2 (3.2)	17.2 (4.1)	17.9 (3.6)	12.4 (3.1)	16.2 (2.8)	14.1 (4.9)	20.6 (4.0)	7.5 (2.5)	19.1 (3.7)
Discussed student needs with agency staff	10.3 (3.1)	16.3 (3.9)	17.8 (3.6)	13.5 (3.1)	15.4 (2.7)	11.6 (4.9)	19.2 (3.9)	7.1 (2.4)	18.6 (3.7)
Number of respondents	231	289	391	246	624	99	304	332	343

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14A: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH HEARING IMPAIRMENTS

Programming Characteristics	Total	Community: Urban	Community: Suburban	Community: Rural	Gender: Male	Gender: Female	Age in 1987: 15-16	Age in 1987: 17-18	Age in 1987: 19 or older	School Status: In-School	School Status: Out 1 year or less	School Status: Out 1 - 2 Years
Of students in schools with 12th grade, percentage in schools that usually or always:*												
Focused IEPs for seniors on the period after secondary school	4.1 (1.1)	6.4 (2.1)	1.9 (1.5)	7.0 (5.7)	2.6 (1.2)	5.9 (1.9)	6.0 (2.8)	4.2 (1.8)	3.0 (1.4)	4.9 (1.5)	4.2 (2.2)	1.2 (1.5)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	6.2 (1.3)	5.6 (1.9)	5.4 (2.5)	12.7 (7.3)	4.4 (1.5)	8.3 (2.1)	8.3 (3.2)	7.7 (2.3)	3.7 (1.5)	8.0 (1.8)	4.6 (2.2)	1.9 (1.8)
Number of respondents	1092	319	261	41	584	507	251	395	446	689	237	159
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	19.5 (2.1)	21.6 (3.5)	27.3 (5.0)	14.9 (8.1)	18.7 (2.8)	20.4 (3.1)	21.6 (4.8)	17.4 (3.3)	20.0 (3.1)	19.4 (2.7)	20.5 (4.4)	19.4 (5.3)
Number of respondents	1122	321	252	39	600	521	255	403	464	705	243	167
Average number of years school transition programs operated	5.1 (0.5)	5.3 (0.7)	4.1 (0.9)	---	4.9 (0.7)	5.4 (0.8)	6.4 (1.5)	3.7 (0.7)	5.3 (0.7)	4.9 (0.8)	5.6 (0.9)	5.3 (1.1)
Number of respondents	190	63	63	5	98	91	47	58	85	113	52	25

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14B: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Programming Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Of students in schools with 12th grade, percentage in schools that usually or always:*				
Focused IEPs for seniors on the period after secondary school	3.9	4.4	2.6	5.6
	(1.4)	(1.5)	(1.0)	(2.0)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	6.4	5.9	4.5	8.1
	(1.8)	(1.7)	(1.2)	(2.4)
Number of respondents	593	499	644	445
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	21.7	16.1	17.2	22.0
	(3.1)	(2.6)	(2.2)	(3.7)
Number of respondents	580	542	685	434
Average number of years school transition programs operated	5.5	4.3	4.7	5.5
	(0.8)	(0.6)	(0.5)	(1.0)
Number of respondents	120	70	109	81

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* See Appendix for percentage of youth in schools that served 12th grade

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 14C: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Programming Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with 12th grade, percentage in schools that usually or always:*									
Focused IEPs for seniors on the period after secondary school	5.4 (2.4)	4.1 (2.2)	5.4 (2.2)	7.1 (2.4)	4.2 (1.6)	2.6 (2.6)	6.6 (2.6)	1.3 (1.1)	6.2 (2.4)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	6.9 (2.7)	8.0 (2.9)	6.8 (2.4)	6.2 (2.2)	7.4 (2.0)	7.7 (4.3)	9.5 (3.0)	2.5 (1.5)	9.5 (2.8)
Number of respondents	216	269	366	230	586	91	285	308	323
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	16.4 (3.8)	25.4 (4.8)	19.3 (3.8)	11.7 (3.0)	23.3 (3.2)	20.5 (6.0)	21.2 (4.2)	18.2 (3.8)	23.4 (4.1)
Number of respondents	224	286	367	244	600	90	294	323	325
Average number of years school transition programs operated	3.9 (0.9)	6.5 (1.2)	4.3 (0.7)	4.7 (1.0)	5.3 (0.8)	5.8 (1.2)	5.5 (1.2)	5.4 (1.2)	4.6 (0.7)
Number of respondents	30	50	73	24	122	16	47	52	66

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 15A: EDUCATIONAL PLACEMENTS OF STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status		
Educational Placements	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in:												
Grades 7 or 8	10.1	12.8	7.8	15.3	8.2	12.2	31.4	4.9	0.9	14.2	2.5	3.3
	(1.5)	(2.5)	(2.7)	(8.2)	(1.9)	(2.3)	(4.6)	(1.8)	(0.7)	(2.2)	(1.6)	(2.3)
Grades 9 or 10	33.5	36.8	30.2	46.5	36.0	30.5	60.6	45.1	5.3	48.8	6.3	6.0
	(2.3)	(3.6)	(4.6)	(11.4)	(3.3)	(3.3)	(4.9)	(4.2)	(1.7)	(3.1)	(2.5)	(3.1)
Grades 11 or 12	47.6	45.1	52.2	38.1	46.1	49.4	0.5	45.3	80.3	29.0	80.1	82.7
	(2.5)	(3.7)	(5.1)	(11.1)	(3.4)	(3.6)	(0.7)	(4.2)	(3.1)	(2.8)	(4.1)	(4.9)
Ungraded programs	8.9	5.4	9.8	0.0	9.8	7.9	7.6	4.6	13.5	8.0	11.2	8.0
	(1.4)	(1.7)	(3.0)	(0.0)	(2.0)	(1.9)	(2.6)	(1.8)	(2.6)	(1.7)	(3.2)	(3.5)
Number of respondents	1258	413	314	39	658	598	323	453	482	805	260	182
Percentage in:												
Special schools for youth with disabilities	38.5	8.3	9.0	4.1	38.6	38.5	31.2	33.3	48.2	37.0	38.9	44.3
	(2.3)	(2.0)	(2.9)	(4.4)	(3.2)	(3.4)	(4.6)	(3.8)	(3.7)	(2.9)	(4.8)	(6.3)
Regular schools but in no regular education classes	6.0	10.4	7.3	7.7	6.0	6.0	7.4	5.1	5.8	5.6	6.3	5.0
	(1.1)	(2.2)	(2.6)	(5.9)	(1.6)	(1.7)	(2.6)	(1.8)	(1.7)	(1.4)	(2.4)	(2.8)
Regular education classes for nonacademics* only	18.6	30.0	22.3	38.9	18.6	18.3	19.6	18.4	18.0	18.4	18.5	21.2
	(1.9)	(3.3)	(4.2)	(10.8)	(2.6)	(2.7)	(3.9)	(3.2)	(2.9)	(2.4)	(3.8)	(5.2)
Regular education classes for some academics*	32.3	44.7	54.4	43.0	32.9	31.9	34.7	38.6	25.0	33.6	32.6	26.5
	(2.3)	(3.6)	(5.0)	(11.0)	(3.1)	(3.3)	(4.7)	(4.0)	(3.2)	(2.9)	(4.6)	(5.6)
All regular education classes	4.6	6.5	7.0	6.3	3.9	5.4	7.2	4.5	3.0	5.4	3.7	3.0
	(1.0)	(1.8)	(2.5)	(5.4)	(1.3)	(1.6)	(2.6)	(1.7)	(1.3)	(1.4)	(1.9)	(2.1)
Number of respondents	1342	428	323	41	707	633	348	483	511	864	275	190
Average percentage of class time in regular education classes												
As a whole	41.2	51.6	57.6	54.7	40.6	41.9	44.9	42.4	37.7	40.1	46.4	39.8
	(2.0)	(2.8)	(3.7)	(6.7)	(2.7)	(2.9)	(4.0)	(3.3)	(3.1)	(2.4)	(4.3)	(5.4)
In grades 7 or 8	39.6	49.8	56.7	---	43.5	36.9	44.1	23.7	---	42.5	---	---
	(6.3)	(8.4)	(12.4)		(10.3)	(7.8)	(7.1)	(13.5)		(6.7)		
In grades 9 or 10	45.2	51.3	60.3	58.3	42.5	49.0	50.6	42.1	28.4	45.5	---	---
	(3.3)	(4.4)	(5.5)	(9.7)	(4.3)	(5.1)	(5.0)	(4.8)	(11.2)	(3.5)		
In grades 11 or 12	45.2	56.4	64.5	---	45.8	44.6	---	47.7	43.9	39.0	52.8	45.4
	(2.9)	(3.8)	(5.3)		(3.9)	(4.3)		(4.9)	(3.5)	(4.5)	(4.6)	(6.0)
In ungraded programs	6.0	---	15.8	---	6.3	5.6	4.4	11.6	4.8	5.7	7.9	5.1
	(2.8)		(7.5)		(4.0)	(3.9)	(2.7)	(9.1)	(3.6)	(3.2)	(8.2)	(4.9)
Number of respondents	1215	389	303	39	633	581	313	440	462	784	244	176

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 15B: EDUCATIONAL PLACEMENTS OF STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Type of School Attended		Degree of Hearing Loss	
Educational Placements	Regular School	Special School	Deaf	Hard of Hearing
Percentage in:				
Grades 7 or 8	11.6	7.3	8.1	12.1
	(2.1)	(1.9)	(1.7)	(2.5)
Grades 9 or 10	36.8	27.3	28.1	38.6
	(3.1)	(3.3)	(2.8)	(3.8)
Grades 11 or 12	46.4	49.7	51.0	44.3
	(3.2)	(3.7)	(3.1)	(3.8)
Ungraded programs	5.1	15.7	12.8	5.0
	(1.4)	(2.7)	(2.1)	(1.7)
Number of respondents	737	521	705	549
Percentage in:				
Special schools for youth with disabilities	1.3	98.9	65.7	11.2
	(0.7)	(0.7)	(2.8)	(2.4)
Regular schools but in no regular education classes	9.1	1.0	5.1	6.9
	(1.8)	(0.7)	(1.3)	(1.9)
Regular education classes for nonacademics* only	30.0	0.0	10.3	26.8
	(2.9)	(0.0)	(1.8)	(3.4)
Regular education classes for some academics*	52.2	0.1	17.0	47.8
	(3.2)	(0.3)	(2.3)	(3.8)
All regular education classes	7.5	0.0	1.9	7.4
	(1.7)	(0.0)	(0.8)	(2.0)
Number of respondents	754	584	765	573
Average percentage of class time in regular education classes:				
As a whole	58.1	11.0	24.7	57.5
	(2.2)	(2.2)	(2.2)	(2.8)
In grades 7 or 8	51.2	7.2	21.9	51.8
	(7.2)	(6.7)	(6.8)	(9.1)
In grades 9 or 10	58.7	12.8	25.7	59.1
	(3.5)	(4.3)	(3.9)	(4.3)
In grades 11 or 12	63.7	14.2	30.6	61.6
	(3.1)	(3.3)	(3.3)	(4.1)
In ungraded programs	16.9	0.0	1.7	18.3
	(7.0)	(0.0)	(1.7)	(8.3)
Number of respondents	700	515	691	520

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 15C: EDUCATIONAL PLACEMENTS OF STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Educational Placements	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in:									
Grades 7 or 8	9.5	13.4	7.6	12.3	9.6	6.2	9.9	11.3	9.1
	(3.0)	(3.5)	(2.4)	(2.9)	(2.2)	(3.6)	(2.9)	(3.0)	(2.7)
Grades 9 or 10	35.0	30.1	34.1	30.4	33.1	40.7	33.0	33.1	31.9
	(4.9)	(4.7)	(4.4)	(4.1)	(3.5)	(7.3)	(4.6)	(4.4)	(4.3)
Grades 11 or 12	42.3	48.5	52.6	42.9	49.5	47.6	46.3	48.5	49.6
	(5.0)	(5.2)	(4.6)	(4.4)	(3.7)	(7.4)	(4.9)	(4.7)	(4.6)
Ungraded programs	13.2	8.1	5.7	14.4	7.8	5.5	10.7	7.1	9.3
	(3.5)	(2.8)	(2.2)	(3.1)	(2.0)	(3.4)	(3.0)	(2.4)	(2.7)
Number of respondents	250	310	405	276	633	109	313	367	356
Percentage in:									
Special schools for youth with disabilities	47.7	40.0	28.6	47.8	37.1	31.8	47.8	34.1	34.1
	(5.0)	(4.8)	(4.0)	(4.3)	(3.5)	(6.5)	(4.7)	(4.4)	(4.2)
Regular schools but in no regular education classes	5.2	6.8	4.3	6.9	4.3	9.8	6.1	6.4	3.4
	(2.2)	(2.5)	(1.8)	(2.2)	(1.5)	(4.1)	(2.2)	(2.3)	(1.6)
Regular education classes for nonacademics* only	22.0	13.7	17.8	17.7	16.2	23.7	17.0	18.4	17.3
	(4.2)	(3.4)	(3.4)	(3.3)	(2.7)	(5.9)	(3.5)	(3.6)	(3.4)
Regular education classes for some academics*	23.7	34.3	41.4	24.4	36.2	31.3	26.4	36.6	35.9
	(4.3)	(4.7)	(4.4)	(3.7)	(3.5)	(6.4)	(4.1)	(4.5)	(4.3)
All regular education classes	1.4	5.1	7.9	3.2	6.2	3.5	2.8	4.4	9.3
	(1.2)	(2.2)	(2.4)	(1.5)	(1.7)	(2.5)	(1.5)	(1.9)	(2.6)
Number of respondents	266	337	432	295	679	122	339	390	384
Average percentage of class time in regular education classes:									
As a whole	33.5	41.8	50.0	32.5	45.1	41.7	30.1	46.4	49.3
	(3.9)	(4.2)	(3.6)	(3.5)	(2.9)	(6.2)	(3.6)	(3.8)	(3.7)
In grades 7 or 8	37.7	39.5	49.4	30.0	46.0	---	35.1	48.1	41.0
	(10.8)	(13.7)	(11.0)	(8.0)	(10.2)		(12.6)	(12.4)	(10.4)
In grades 9 or 10	40.0	44.9	51.0	30.3	50.5	45.8	36.8	49.8	49.8
	(6.8)	(6.9)	(5.7)	(6.3)	(4.6)	(9.5)	(6.2)	(6.2)	(6.2)
In grades 11 or 12	34.6	46.2	54.9	43.1	47.3	42.7	30.0	49.6	57.7
	(6.1)	(6.0)	(5.1)	(5.8)	(4.1)	(9.0)	(5.3)	(5.4)	(5.1)
In ungraded programs	9.0	7.8	2.7	7.1	6.9	---	5.9	4.9	9.6
	(4.9)	(8.2)	(2.7)	(3.8)	(5.2)		(3.0)	(4.7)	(9.4)
Number of respondents	240	302	395	272	615	102	301	358	346

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 16A: COURSE-TAKING BY STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status		
Course Taking	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average percentage of class time spent in academic* subjects:												
As a whole	54.6	58.0	55.6	45.4	55.4	53.7	62.2	56.6	47.5	58.1	49.5	47.9
	(1.0)	(1.4)	(2.0)	(5.2)	(1.3)	(1.7)	(1.8)	(1.5)	(1.8)	(1.2)	(2.3)	(3.0)
In regular education classes	20.3	25.3	30.5	19.7	19.4	21.3	24.5	22.4	15.5	21.4	20.8	15.4
	(1.4)	(2.1)	(2.8)	(5.9)	(1.8)	(2.0)	(2.9)	(2.4)	(1.9)	(1.8)	(2.9)	(3.2)
In special education classes	34.3	32.7	25.2	25.6	36.0	32.4	37.7	34.3	32.0	36.6	28.7	32.5
	(1.4)	(2.1)	(2.8)	(5.0)	(1.9)	(2.1)	(3.0)	(2.3)	(2.1)	(1.8)	(2.8)	(3.6)
Number of respondents	1222	391	304	39	637	584	316	443	463	789	245	177
Average percentage of class time spent in nonacademic* subjects:												
As a whole	13.0	11.9	12.1	20.2	11.6	14.6	12.1	13.9	12.9	13.2	10.4	13.9
	(0.9)	(0.9)	(1.4)	(6.2)	(1.2)	(1.5)	(1.5)	(1.6)	(1.6)	(1.1)	(1.6)	(2.9)
In regular education classes	4.6	6.6	5.3	7.1	4.1	5.2	6.1	4.8	3.4	4.6	3.9	4.7
	(0.4)	(0.7)	(0.8)	(1.8)	(0.5)	(0.6)	(0.8)	(0.7)	(0.6)	(0.5)	(0.9)	(1.1)
In special education classes	8.5	5.3	6.8	13.1	7.6	9.4	6.1	9.1	9.5	8.6	6.5	9.2
	(0.9)	(0.7)	(1.3)	(6.3)	(1.1)	(1.4)	(1.3)	(1.6)	(1.6)	(1.1)	(1.5)	(2.9)
Number of respondents	1222	391	304	39	637	584	316	443	463	789	245	177
Percentage taking English/language arts classes:												
As a whole	92.1	98.1	92.5	82.4	93.6	90.4	95.6	95.3	86.7	94.3	90.2	87.6
	(1.4)	(1.0)	(2.7)	(8.7)	(1.7)	(2.1)	(2.1)	(1.8)	(2.7)	(1.5)	(3.2)	(4.4)
In regular education classes	30.2	39.2	43.5	27.7	27.7	33.0	35.5	31.1	25.9	29.3	34.5	28.0
	(2.3)	(3.7)	(5.1)	(10.2)	(3.1)	(3.4)	(4.8)	(4.0)	(3.5)	(2.9)	(5.1)	(5.9)
In special education classes	66.1	65.7	52.5	61.9	69.7	62.2	64.3	68.4	65.3	67.6	62.9	64.4
	(2.4)	(3.6)	(5.2)	(11.1)	(3.2)	(3.5)	(4.8)	(4.0)	(3.8)	(3.0)	(5.1)	(6.3)
Number of respondents	1222	391	304	39	637	584	316	443	463	789	245	177
Percentage taking mathematics classes												
As a whole	79.5	75.3	83.1	64.2	82.1	76.7	94.5	84.2	65.0	87.5	63.9	67.7
	(2.0)	(3.3)	(3.9)	(10.9)	(2.7)	(3.1)	(2.3)	(3.1)	(3.8)	(2.1)	(5.1)	(6.2)
In regular education classes	35.1	41.4	53.9	42.8	33.9	36.4	45.7	39.6	23.6	40.4	28.7	23.1
	(2.4)	(3.7)	(5.2)	(11.3)	(3.3)	(3.5)	(5.0)	(4.2)	(3.4)	(3.1)	(4.8)	(5.6)
In special education classes	46.2	35.1	31.0	28.2	50.3	41.8	52.2	45.6	42.8	49.1	35.5	47.2
	(2.5)	(3.6)	(4.8)	(10.3)	(3.5)	(3.6)	(5.0)	(4.3)	(3.9)	(3.2)	(5.1)	(6.6)
Number of respondents	1222	391	304	39	637	584	316	443	463	789	245	177

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16B: COURSE-TAKING BY STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Type of School Attended		Degree of Hearing Loss	
Course Taking	Regular School	Special School	Deaf	Hard of Hearing
Average percentage of class time spent in academic* subjects:				
As a whole	56.2	51.7	52.9	56.2
	(1.2)	(1.8)	(1.4)	(1.5)
In regular education classes	28.4	5.8	11.6	28.9
	(1.8)	(1.4)	(1.4)	(2.3)
In special education classes	27.8	45.9	41.3	27.3
	(1.7)	(2.0)	(1.7)	(2.2)
Number of respondents	706	516	693	525
Average percentage of class time spent in nonacademic* subjects:				
As a whole	12.7	13.6	12.6	13.5
	(1.0)	(1.8)	(1.3)	(1.3)
In regular education classes	6.7	0.7	2.4	6.7
	(0.6)	(0.3)	(0.4)	(0.7)
In special education classes	6.0	12.9	10.2	6.8
	(0.8)	(1.8)	(1.2)	(1.2)
Number of respondents	706	516	693	525
Percentage taking English/language arts classes:				
As a whole	95.3	86.3	89.5	94.7
	(1.4)	(2.6)	(1.9)	(1.8)
In regular education classes	42.2	8.8	16.0	44.3
	(3.3)	(2.1)	(2.3)	(3.9)
In special education classes	59.5	78.1	75.9	56.6
	(3.3)	(3.1)	(2.7)	(3.9)
Number of respondents	706	516	693	525
Percentage taking mathematics classes:				
As a whole	78.5	81.5	79.0	80.0
	(2.7)	(2.9)	(2.5)	(3.2)
In regular education classes	49.6	9.0	21.6	48.4
	(3.3)	(2.1)	(2.6)	(4.0)
In special education classes	31.3	73.0	58.2	34.4
	(3.1)	(3.3)	(3.1)	(3.8)
Number of respondents	706	516	693	525

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16C: COURSE-TAKING BY STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Course Taking	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average percentage of class time spent in academic* subjects:									
As a whole	52.5	54.6	57.0	53.8	56.2	48.5	51.4	56.3	56.3
	(2.4)	(2.1)	(1.6)	(1.9)	(1.4)	(3.8)	(2.3)	(1.7)	(1.7)
In regular education classes	14.9	20.5	25.8	16.5	22.0	20.6	13.1	22.5	26.6
	(2.6)	(2.8)	(2.6)	(2.4)	(2.0)	(4.5)	(2.3)	(2.6)	(2.7)
In special education classes	37.6	34.1	31.2	37.3	34.2	27.9	38.4	33.7	29.6
	(2.8)	(2.9)	(2.5)	(2.6)	(2.1)	(4.1)	(2.7)	(2.6)	(2.6)
Number of respondents	241	305	396	273	620	102	302	361	348
Average percentage of class time spent in nonacademic* subjects:									
As a whole	14.8	11.1	12.4	11.1	12.5	20.3	15.0	11.6	12.1
	(2.3)	(1.5)	(1.4)	(1.5)	(1.3)	(3.5)	(2.3)	(1.4)	(1.3)
In regular education classes	4.5	3.5	5.9	3.2	5.0	6.3	3.3	5.3	5.2
	(0.8)	(0.7)	(0.8)	(0.6)	(0.6)	(1.5)	(0.7)	(0.8)	(0.8)
In special education classes	10.3	7.7	6.4	8.0	7.5	14.0	11.8	6.3	6.9
	(2.3)	(1.4)	(1.3)	(1.5)	(1.2)	(3.4)	(2.2)	(1.3)	(1.1)
Number of respondents	241	305	396	273	620	102	302	361	348
Percentage taking English/language arts classes:									
As a whole	89.0	94.2	94.8	91.7	95.1	84.2	88.7	96.1	93.0
	(3.3)	(2.4)	(2.1)	(2.5)	(1.6)	(5.6)	(3.2)	(1.8)	(2.4)
In regular education classes	20.5	30.3	39.8	24.1	32.5	34.7	15.8	35.4	41.9
	(4.2)	(4.8)	(4.6)	(3.8)	(3.5)	(7.3)	(3.6)	(4.5)	(4.6)
In special education classes	72.2	65.4	60.3	70.0	66.7	54.4	74.8	64.2	57.2
	(4.7)	(5.0)	(4.6)	(4.1)	(3.6)	(7.7)	(4.3)	(4.5)	(4.7)
Number of respondents	241	305	396	273	620	102	302	361	348
Percentage taking mathematics classes:									
As a whole	77.8	82.4	84.7	82.8	82.7	68.3	78.8	81.9	83.5
	(4.3)	(4.0)	(3.4)	(3.4)	(2.9)	(7.2)	(4.1)	(3.6)	(3.5)
In regular education classes	28.6	37.0	45.2	26.3	42.1	29.6	26.7	39.9	45.0
	(4.7)	(5.0)	(4.7)	(3.9)	(3.7)	(7.0)	(4.4)	(4.6)	(4.7)
In special education classes	52.6	45.8	42.3	57.2	42.5	44.6	54.5	43.6	40.8
	(5.2)	(5.2)	(4.6)	(4.4)	(3.7)	(7.7)	(5.0)	(4.7)	(4.6)
Number of respondents	241	305	396	273	620	102	302	361	348

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16A: COURSE-TAKING BY STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

		Community			Gender		Age in 1987			School Status		
Course Taking	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage taking science classes:												
As a whole	55.5	57.9	59.0	49.7	55.5	55.5	72.5	64.5	35.7	66.9	40.5	30.8
	(2.5)	(3.8)	(5.1)	(11.4)	(3.5)	(3.6)	(4.5)	(4.1)	(3.8)	(3.0)	(5.2)	(6.1)
In regular education classes	22.6	27.5	39.2	16.3	23.4	21.7	29.2	28.2	12.9	27.1	19.5	9.6
	(2.1)	(3.4)	(5.1)	(8.4)	(3.0)	(3.0)	(4.6)	(3.9)	(2.7)	(2.8)	(4.2)	(3.9)
In special education classes	33.2	30.9	20.1	33.4	32.4	33.9	43.5	36.4	23.1	40.1	21.4	21.2
	(2.4)	(3.5)	(4.2)	(10.8)	(3.3)	(3.4)	(5.0)	(4.1)	(3.3)	(3.1)	(4.4)	(5.4)
Number of respondents	1222	391	304	39	637	584	316	443	463	789	245	177
Percentage taking other academic* classes:												
As a whole	70.7	81.1	75.9	54.7	71.5	69.9	79.9	73.0	62.4	73.5	70.3	63.3
	(2.3)	(3.0)	(4.4)	(11.4)	([illegible].2)	(3.3)	(4.0)	(3.8)	(3.8)	(2.8)	(4.9)	(6.4)
In regular education classes	29.7	38.1	44.1	32.4	28.4	31.0	33.6	31.6	25.2	30.4	32.2	25.5
	(2.3)	(3.7)	(5.1)	(10.7)	(3.2)	(3.4)	(4.8)	(4.0)	(3.4)	(2.9)	(5.0)	(5.8)
In special education classes	42.8	46.5	32.7	27.1	44.9	40.6	48.2	44.2	37.9	45.3	39.3	38.8
	(2.5)	(3.8)	(4.9)	(10.1)	(3.5)	(3.6)	(5.0)	(4.3)	(3.8)	(3.2)	(5.2)	(6.4)
Number of respondents	1222	391	304	39	637	584	316	443	463	789	245	177
Percentage taking nonacademic* classes:												
As a whole	81.8	88.0	85.4	90.5	81.3	82.3	93.6	85.7	70.2	88.5	72.0	65.4
	(1.9)	(2.5)	(3.7)	(6.7)	(2.7)	(2.8)	(2.5)	(3.0)	(3.6)	(2.0)	(4.8)	(6.3)
In regular education classes	49.6	70.5	65.0	75.7	49.8	49.4	68.0	54.2	33.0	56.1	38.5	36.8
	(2.5)	(3.5)	(4.9)	(9.8)	(3.5)	(3.6)	(4.7)	(4.3)	(3.7)	(3.2)	(5.2)	(6.4)
In special education classes	47.0	40.2	44.0	30.1	46.2	48.0	45.7	51.5	43.8	51.2	42.7	34.7
	(2.5)	(3.7)	(5.1)	(10.5)	(3.5)	(3.6)	(5.0)	(4.3)	(3.9)	(3.2)	(5.3)	(6.3)
Number of respondents	1222	391	304	39	637	584	316	443	463	789	245	177
Percentage taking nonsubject-specific special education classes**	16.7	16.7	12.8	10.6	18.2	15.1	15.6	17.5	16.7	17.6	18.0	11.0
	(1.9)	(2.8)	(3.5)	(7.0)	(2.7)	(2.6)	(3.7)	(3.3)	(2.9)	(2.4)	(4.1)	(4.1)
Number of respondents	1222	391	304	39	637	584	316	443	463	789	245	177

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 16B: COURSE-TAKING BY STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Course Taking	Regular School	Special School	Deaf	Hard of Hearing
Percentage taking science classes:				
As a whole	57.8	51.3	52.3	58.5
	(3.3)	(3.7)	(3.1)	(3.9)
In regular education classes	32.1	5.5	12.1	32.9
	(3.1)	(1.7)	(2.0)	(3.7)
In special education classes	26.1	45.9	40.5	25.9
	(2.9)	(3.7)	(3.0)	(3.5)
Number of respondents	706	516	693	525
Percentage taking other academic* classes:				
As a whole	76.0	61.2	67.1	74.2
	(2.8)	(3.6)	(2.9)	(3.5)
In regular education classes	42.0	7.5	16.0	43.1
	(3.3)	(2.0)	(2.3)	(3.9)
In special education classes	36.8	53.6	52.0	33.7
	(3.2)	(3.7)	(3.1)	(3.8)
Number of respondents	706	516	693	525
Percentage taking nonacademic* classes:				
As a whole	86.8	72.7	79.2	84.3
	(2.3)	(3.3)	(2.5)	(2.9)
In regular education classes	73.4	7.0	29.6	69.3
	(2.9)	(1.9)	(2.8)	(3.7)
In special education classes	36.2	66.4	58.1	36.3
	(3.2)	(3.5)	(3.1)	(3.8)
Number of respondents	706	516	693	525
Percentage taking nonsubject-specific special education classes**	12.1	24.9	23.2	10.3
	(2.2)	(3.2)	(2.6)	(2.4)
Number of respondents	706	516	693	525

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 16C: COURSE-TAKING BY STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Course Taking	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking science classes:									
As a whole	52.0	55.3	59.4	55.4	57.7	45.9	48.4	59.0	59.6
	(5.2)	(5.2)	(4.6)	(4.4)	(3.7)	(7.7)	(5.0)	(4.7)	(4.6)
In regular education classes	14.4	24.0	30.7	18.7	25.2	20.6	15.5	23.5	32.0
	(3.7)	(4.4)	(4.3)	(3.5)	(3.3)	(6.2)	(3.6)	(4.0)	(4.4)
In special education classes	38.2	31.6	28.9	37.1	32.8	25.3	32.8	36.0	27.8
	(5.1)	(4.8)	(4.2)	(4.3)	(3.5)	(6.7)	(4.7)	(4.5)	(4.2)
Number of respondents	241	305	396	273	620	102	302	361	348
Percentage taking other academic* classes:									
As a whole	59.8	71.9	83.3	68.3	72.4	70.5	63.3	72.1	80.4
	(5.1)	(4.7)	(3.5)	(4.2)	(3.4)	(7.0)	(4.8)	(4.3)	(3.7)
In regular education classes	21.1	29.5	37.8	26.9	29.9	34.1	19.2	33.2	37.2
	(4.3)	(4.7)	(4.5)	(4.0)	(3.5)	(7.3)	(3.9)	(4.5)	(4.6)
In special education classes	39.8	45.1	47.0	41.4	44.8	39.8	46.8	39.9	45.2
	(5.1)	(5.2)	(4.7)	(4.4)	(3.8)	(7.5)	(5.0)	(4.6)	(4.7)
Number of respondents	241	305	396	273	620	102	302	361	348
Percentage taking nonacademic* classes:									
As a whole	82.9	81.6	84.7	79.2	83.0	88.2	80.8	84.8	83.1
	(3.9)	(4.0)	(3.4)	(3.6)	(2.8)	(5.0)	(3.9)	(3.4)	(3.5)
In regular education classes	46.3	47.5	58.2	38.5	54.7	54.7	41.4	57.2	53.0
	(5.2)	(5.2)	(4.6)	(4.4)	(3.8)	(7.7)	(4.9)	(4.7)	(4.7)
In special education classes	49.5	49.6	46.1	52.0	44.4	61.4	52.9	43.3	50.4
	(5.2)	(5.2)	(4.7)	(4.5)	(3.8)	(7.5)	(5.0)	(4.7)	(4.7)
Number of respondents	241	305	396	273	620	102	302	361	348
Percentage taking nonsubject-specific special education classes**	20.8	17.9	14.6	15.8	17.1	20.9	18.9	18.1	16.0
	(4.2)	(4.0)	(3.3)	(3.3)	(2.8)	(6.3)	(3.9)	(3.6)	(3.4)
Number of respondents	241	305	396	273	620	102	302	361	348

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status		
Vocational Education Courses	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage enrolled in:												
Any vocational education	67.7	60.0	71.4	60.1	67.7	67.8	57.2	71.7	71.5	66.5	73.9	65.3
	(2.1)	(3.3)	(4.1)	(9.3)	(2.8)	(3.1)	(4.4)	(3.5)	(3.1)	(2.7)	(4.1)	(5.3)
Occupationally-oriented vocational education	57.0	48.5	57.6	48.6	60.3	53.3	47.1	60.0	61.3	54.1	68.1	55.7
	(2.2)	(3.4)	(4.6)	(9.7)	(3.0)	(3.3)	(4.5)	(3.8)	(3.4)	(2.9)	(4.3)	(5.5)
Home economics-oriented vocational education	32.6	23.7	32.7	33.8	25.6	40.2	32.9	30.4	34.5	33.1	30.8	34.8
	(2.4)	(3.3)	(4.8)	(10.9)	(3.0)	(3.6)	(4.8)	(3.9)	(3.7)	(3.0)	(4.9)	(6.2)
Other vocational education*	12.3	13.9	13.7	10.5	12.2	12.3	8.9	10.5	16.1	11.5	14.1	12.5
	(1.5)	(2.4)	(3.2)	(5.9)	(2.0)	(2.2)	(2.6)	(2.4)	(2.6)	(1.8)	(3.2)	(3.7)
Number of respondents	1222	391	304	39	637	584	316	443	463	789	245	177
Average hours per week in:												
Any vocational education	5.8	4.6	5.4	5.4	5.7	5.8	3.5	5.2	7.8	4.7	8.2	7.0
	(0.3)	(0.4)	(0.5)	(1.2)	(0.4)	(0.4)	(0.4)	(0.4)	(0.5)	(0.3)	(0.7)	(0.8)
Occupationally-oriented vocational education	4.0	3.1	3.5	3.6	4.2	3.7	2.1	3.8	5.3	3.1	6.0	4.9
	(0.2)	(0.3)	(0.4)	(1.0)	(0.3)	(0.4)	(0.3)	(0.4)	(0.5)	(0.2)	(0.6)	(0.7)
Home economics-oriented vocational education	1.5	0.9	1.4	1.8	1.0	2.0	1.3	1.2	1.9	1.4	1.9	1.6
	(0.2)	(0.1)	(0.3)	(0.9)	(0.2)	(0.3)	(0.3)	(0.2)	(0.3)	(0.2)	(0.4)	(0.4)
Other vocational education*	0.8	0.9	0.9	0.7	0.8	0.7	0.4	0.6	1.1	0.6	0.8	1.0
	(0.1)	(0.2)	(0.3)	(0.4)	(0.2)	(0.1)	(0.1)	(0.2)	(0.2)	(0.1)	(0.2)	(0.4)
Number of respondents	1222	391	304	39	637	584	316	443	463	789	245	177

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* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Type of School Attended		Degree of Hearing Loss	
Vocational Education Courses	Regular School	Special School	Deaf	Hard of Hearing
Percentage enrolled in:				
Any vocational education	66.0	84.4	76.5	60.1
	(2.9)	(2.6)	(2.4)	(3.3)
Occupationally-oriented vocational education	54.1	73.1	66.0	49.2
	(3.0)	(3.2)	(2.7)	(3.4)
Home economics-oriented vocational education	27.9	40.9	35.6	29.6
	(3.0)	(3.7)	(3.0)	(3.6)
Other vocational education*	12.9	14.5	15.2	9.6
	(2.0)	(2.5)	(2.1)	(2.0)
Number of respondents	706	516	693	525
Average hours per week in:				
Any vocational education	5.2	8.2	7.1	4.6
	(0.4)	(0.5)	(0.4)	(0.4)
Occupationally-oriented vocational education	3.5	5.8	4.8	3.3
	(0.3)	(0.4)	(0.3)	(0.3)
Home economics-oriented vocational education	1.2	2.1	1.8	1.2
	(0.2)	(0.3)	(0.2)	(0.2)
Other vocational education*	0.8	0.8	1.0	0.6
	(0.2)	(0.2)	(0.2)	(0.1)
Number of respondents	706	516	693	525

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* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage enrolled in:									
Any vocational education	65.9	69.9	66.7	71.7	67.9	55.4	61.3	70.4	69.6
	(4.3)	(4.1)	(3.9)	(3.6)	(3.1)	(5.6)	(4.1)	(3.8)	(3.9)
Occupationally-oriented vocational education	54.0	58.2	58.4	60.4	56.6	47.7	51.0	60.8	58.1
	(4.5)	(4.5)	(4.1)	(3.9)	(3.3)	(5.6)	(4.2)	(4.1)	(4.2)
Home economics-oriented vocational education	35.4	31.2	36.4	32.8	34.7	27.3	31.8	33.7	36.3
	(5.0)	(4.8)	(4.5)	(4.1)	(3.6)	(6.5)	(4.6)	(4.5)	(4.5)
Other vocational education*	12.4	9.3	13.4	13.2	10.8	9.5	7.4	11.1	17.0
	(3.0)	(2.6)	(2.8)	(2.7)	(2.1)	(3.3)	(2.2)	(2.7)	(3.2)
Number of respondents	241	305	396	273	620	102	302	361	348
Average hours per week in:									
Any vocational education	5.5	6.4	5.3	6.8	5.5	4.1	5.6	5.5	5.9
	(0.6)	(0.6)	(0.5)	(0.5)	(0.4)	(0.6)	(0.6)	(0.5)	(0.5)
Occupationally-oriented vocational education	3.7	4.4	3.5	4.6	3.8	3.1	4.1	3.9	3.5
	(0.5)	(0.5)	(0.4)	(0.4)	(0.4)	(0.5)	(0.5)	(0.4)	(0.4)
Home economics-oriented vocational education	1.8	1.5	1.5	1.7	1.5	1.1	1.7	1.2	1.8
	(0.4)	(0.3)	(0.3)	(0.3)	(0.2)	(0.3)	(0.3)	(0.2)	(0.4)
Other vocational education*	0.6	0.8	0.7	0.9	0.7	0.3	0.4	0.8	1.0
	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)	(0.2)
Number of respondents	241	305	396	273	620	102	302	361	348

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* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

		Community			Gender		Age in 1987			School Status		
Vocational Education Courses	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in any vocational education courses in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	76.7	65.5	71.2	82.1	75.0	79.4	73.9	79.8	73.6	78.2	70.0	---
	(3.6)	(5.9)	(8.0)	(13.0)	(4.9)	(5.3)	(5.8)	(5.1)	(14.6)	(3.8)	(17.8)	
11 or 12	91.1	82.0	90.9	---	91.6	90.5	---	89.1	92.0	90.8	88.7	94.9
	(2.0)	(4.2)	(4.2)		(2.8)	(3.0)		(3.8)	(2.3)	(3.3)	(3.6)	(3.2)
Ungraded programs	73.2	86.4	84.0	---	67.3	81.3	72.4	83.2	70.4	64.6	90.7	70.3
	(7.6)	(13.5)	(11.8)		(10.3)	(10.6)	(16.7)	(15.9)	(9.6)	(10.6)	(10.2)	(19.1)
Number of respondents	1257	412	314	39	658	597	323	453	481	805	260	181
Average hours per week in any vocational education in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	5.3	3.9	4.1	6.3	5.2	5.4	4.7	5.5	7.8	5.4	5.6	---
	(0.4)	(0.5)	(0.7)	(1.5)	(0.5)	(0.6)	(0.5)	(0.5)	(2.4)	(0.4)	(1.8)	
11 or 12	8.9	7.6	7.5	---	9.1	8.6	---	7.0	9.8	7.2	9.8	10.2
	(0.5)	(0.7)	(0.9)		(0.6)	(0.7)		(0.7)	(0.6)	(0.6)	(0.8)	(0.9)
Ungraded programs	9.7	---	10.3	---	7.8	12.4	8.3	8.4	10.7	6.9	14.5	11.2
	(1.5)		(2.6)		(1.8)	(2.5)	(3.3)	(2.6)	(2.0)	(1.7)	(3.3)	(3.9)
Number of respondents	1250	409	311	39	654	594	323	452	475	804	256	179
Percentage in occupationally-oriented vocational education courses in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	62.1	46.7	54.0	72.6	64.3	59.5	59.3	65.3	58.7	63.2	54.0	---
	(4.2)	(6.2)	(9.0)	(15.1)	(5.5)	(6.5)	(6.5)	(6.0)	(16.3)	(4.4)	(19.4)	
11 or 12	81.0	71.1	79.3	---	85.5	76.2	---	80.3	81.2	77.6	84.1	82.0
	(2.8)	(4.9)	(5.9)		(3.5)	(4.4)		(4.9)	(3.4)	(4.8)	(4.1)	(5.5)
Ungraded programs	49.6	60.4	39.3	---	46.9	53.2	57.1	56.0	45.0	46.2	68.4	41.4
	(8.6)	(19.2)	(16.2)		(11.1)	(13.6)	(18.5)	(21.6)	(10.6)	(11.1)	(16.4)	(21.3)
Number of respondents	1246	411	307	37	653	591	319	450	477	797	260	178

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

	Type of School Attended		Degree of Hearing Loss	
Vocational Education Courses	Regular School	Special School	Deaf	Hard of Hearing
Percentage in any vocational education courses in grades:				
7 or 8	---	---	---	---
9 or 10	70.1 (5.0)	92.9 (3.5)	86.4 (3.8)	69.9 (5.8)
11 or 12	87.5 (3.2)	97.3 (1.7)	94.0 (2.1)	87.8 (3.7)
Ungraded programs	80.9 (11.3)	68.5 (9.7)	70.5 (8.8)	79.7 (12.8)
Number of respondents	736	521	705	548
Average hours per week in any vocational education in grades:				
7 or 8	---	---	---	---
9 or 10	4.4 (0.4)	7.3 (0.7)	6.1 (0.5)	4.7 (0.5)
11 or 12	8.1 (0.6)	10.2 (0.6)	9.6 (0.5)	8.0 (0.7)
Ungraded programs	9.0 (2.4)	10.2 (2.0)	10.6 (1.9)	7.5 (1.9)
Number of respondents	732	518	700	546
Percentage in occupationally-oriented vocational education courses in grades:				
7 or 8	---	---	---	---
9 or 10	54.6 (5.5)	80.5 (5.4)	73.8 (4.9)	53.9 (6.3)
11 or 12	76.5 (4.1)	89.0 (3.3)	85.2 (3.1)	76.3 (4.9)
Ungraded programs	56.9 (14.7)	45.4 (10.4)	42.4 (9.6)	67.8 (15.1)
Number of respondents	727	519	700	542

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in any vocational education courses in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	84.3	74.6	74.8	83.6	75.3	85.3	76.6	78.1	75.7
	(6.3)	(7.7)	(7.0)	(5.7)	(5.6)	(8.2)	(7.3)	(6.6)	(6.9)
11 or 12	89.9	93.8	91.9	94.3	91.9	88.3	94.0	92.9	87.7
	(4.8)	(3.6)	(3.5)	(3.1)	(2.9)	(6.5)	(3.4)	(3.5)	(4.4)
Ungraded programs	70.4	84.5	76.6	73.7	74.0	---	69.3	71.0	81.0
	(12.8)	(12.8)	(16.6)	(10.2)	(12.3)		(13.0)	(14.9)	(14.7)
Number of respondents	250	310	404	276	632	109	313	367	355
Average hours per week in any vocational education in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	6.6	4.6	4.9	6.8	4.8	5.5	5.8	5.0	5.2
	(0.8)	(0.7)	(0.7)	(0.8)	(0.5)	(0.9)	(0.8)	(0.6)	(0.7)
11 or 12	7.8	10.6	7.8	9.9	8.5	7.8	9.9	8.5	7.9
	(1.0)	(1.0)	(0.7)	(0.8)	(0.6)	(1.1)	(0.9)	(0.8)	(0.7)
Ungraded programs	8.1	12.7	10.8	9.1	10.7	---	8.9	8.0	12.7
	(2.4)	(3.2)	(3.9)	(2.1)	(2.7)		(2.5)	(2.4)	(3.9)
Number of respondents	250	308	400	276	628	108	312	365	352
Percentage in occupationally-oriented vocational education courses in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	72.2	59.2	63.9	71.0	60.1	69.4	64.0	66.2	60.8
	(7.8)	(8.8)	(7.7)	(7.0)	(6.4)	(10.6)	(8.3)	(7.7)	(7.9)
11 or 12	73.3	84.2	83.2	80.2	82.6	74.8	80.3	83.4	78.8
	(7.1)	(5.4)	(4.9)	(5.4)	(4.0)	(8.8)	(5.7)	(5.0)	(5.4)
Ungraded programs	49.5	47.9	66.7	58.5	43.1	---	61.6	44.3	43.0
	(14.3)	(17.7)	(18.9)	(11.7)	(13.9)		(13.7)	(16.9)	(18.5)
Number of respondents	246	307	402	273	626	109	311	362	353

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

		Community			Gender		Age in 1987			School Status		
Vocational Education Courses	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours per week in occupationally-oriented vocational education in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	3.2	2.1	2.1	4.2	3.4	3.0	2.9	3.6	2.7	3.2	4.6	---
	(0.3)	(0.4)	(0.5)	(1.3)	(0.4)	(0.4)	(0.4)	(0.5)	(1.3)	(0.3)	(1.9)	
11 or 12	6.2	5.0	5.2	---	6.5	5.8	---	5.3	6.5	5.0	7.0	6.7
	(0.4)	(0.6)	(0.8)		(0.6)	(0.6)		(0.6)	(0.6)	(0.6)	(0.7)	(1.0)
Ungraded programs	3.2	---	2.6	---	3.4	3.0	2.5	4.6	3.1	2.9	3.5	4.8
	(1.0)		(1.4)		(1.3)	(1.5)	(1.4)	(2.5)	(1.4)	(1.1)	(2.0)	(3.5)
Number of respondents	1214	402	296	37	635	577	313	437	464	777	252	175
Percentage in vocational education courses in:												
Regular education classes	41.3	48.3	57.1	61.7	42.9	39.7	39.3	40.4	43.6	37.4	53.1	43.0
	(2.5)	(3.8)	(5.1)	(11.1)	(3.5)	(3.6)	(4.9)	(4.2)	(3.9)	(3.1)	(5.3)	(6.6)
Special education classes	41.9	28.9	29.8	27.4	44.3	39.2	32.4	43.4	46.9	42.4	40.6	41.8
	(2.5)	(3.4)	(4.7)	(10.2)	(3.5)	(3.5)	(4.7)	(4.2)	(3.9)	(3.1)	(5.2)	(6.5)
Number of respondents	1222	391	304	39	637	584	316	443	463	789	245	177
Average hours per week in vocational education courses in:*												
Regular education classes	4.8	6.0	5.9	7.7	4.6	4.9	4.3	4.1	5.6	3.8	6.5	6.1
	(0.3)	(0.5)	(0.6)	(1.4)	(0.4)	(0.5)	(0.5)	(0.5)	(0.6)	(0.3)	(0.8)	(1.0)
Special education classes	5.6	3.5	3.4	2.7	5.6	5.6	4.2	5.0	6.9	5.2	6.3	6.4
	(0.4)	(0.4)	(0.7)	(1.1)	(0.6)	(0.6)	(0.8)	(0.6)	(0.7)	(0.5)	(1.0)	(1.1)
Number of respondents	996	301	245	30	514	481	235	358	403	621	215	154

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* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

Vocational Education Courses	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Average hours per week in occupationally-oriented vocational education in grades:				
7 or 8	---	---	---	---
9 or 10	2.6	4.9	4.0	2.7
	(0.3)	(0.5)	(0.4)	(0.4)
11 or 12	5.3	7.7	6.8	5.4
	(0.6)	(0.6)	(0.5)	(0.7)
Ungraded programs	3.1	3.3	2.5	5.1
	(1.2)	(1.3)	(1.1)	(1.7)
Number of respondents	709	505	679	532
Percentage in vocational education courses in:				
Regular education classes	57.4	12.5	28.0	54.4
	(3.3)	(2.5)	(2.8)	(4.0)
Special education classes	25.5	71.3	59.4	24.8
	(2.9)	(3.4)	(3.0)	(3.4)
Number of respondents	706	516	693	525
Average hours per week in vocational education courses in:*				
Regular education classes	6.7	1.6	3.2	6.4
	(0.4)	(0.4)	(0.4)	(0.5)
Special education classes	2.8	10.2	8.1	3.0
	(0.4)	(0.6)	(0.5)	(0.5)
Number of respondents	544	452	596	398

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* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours per week in occupationally-oriented vocational education in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	4.1	3.4	3.1	4.2	3.3	3.3	3.8	3.6	2.8
	(0.6)	(0.7)	(0.6)	(0.6)	(0.5)	(0.7)	(0.7)	(0.6)	(0.6)
11 or 12	5.8	7.7	4.7	6.6	6.3	6.0	7.8	5.5	5.1
	(1.0)	(1.0)	(0.7)	(0.9)	(0.7)	(1.2)	(1.0)	(0.8)	(0.7)
Ungraded programs	3.3	2.8	3.9	4.3	2.2	---	4.5	3.6	1.3
	(1.4)	(2.2)	(2.8)	(1.6)	(1.3)		(1.9)	(1.9)	(1.6)
Number of respondents	242	299	387	271	605	107	301	356	341
Percentage in vocational education courses in:									
Regular education classes	32.4	42.2	50.0	31.1	45.8	41.6	29.7	47.5	46.9
	(4.9)	(5.1)	(4.7)	(4.1)	(3.8)	(7.6)	(4.6)	(4.7)	(4.7)
Special education classes	47.7	41.8	35.0	50.2	38.6	42.5	45.2	43.2	34.7
	(5.2)	(5.1)	(4.5)	(4.5)	(3.7)	(7.6)	(5.0)	(4.7)	(4.5)
Number of respondents	241	305	396	273	620	102	302	361	348
Average hours per week in vocational education courses in:*									
Regular education classes	4.2	4.8	5.5	3.7	5.2	4.4	3.9	5.1	5.5
	(0.7)	(0.7)	(0.6)	(0.6)	(0.5)	(0.9)	(0.6)	(0.6)	(0.6)
Special education classes	6.0	5.7	4.8	7.1	4.8	5.9	6.5	4.6	5.2
	(0.8)	(0.8)	(0.7)	(0.7)	(0.6)	(1.4)	(0.8)	(0.6)	(0.8)
Number of respondents	196	255	327	233	507	86	253	306	274

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* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

		Community			Gender		Age in 1987			School Status		
Vocational Education Courses	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of vocational education students studying:												
Prevocational skills	12.5	19.5	14.0	11.2	13.0	11.7	14.5	12.3	11.6	15.4	5.5	10.0
	(1.9)	(3.4)	(4.3)	(8.5)	(2.7)	(2.7)	(4.5)	(3.2)	(2.8)	(2.8)	(2.6)	(4.4)
Agriculture	5.7	1.6	6.2	17.9	6.9	4.2	5.3	8.7	3.3	6.4	3.5	6.5
	(1.3)	(1.1)	(3.0)	(10.3)	(2.0)	(1.7)	(2.9)	(2.8)	(1.6)	(1.9)	(2.1)	(3.6)
Distributive education	3.5	2.3	4.3	10.8	1.5	5.9	1.3	3.2	4.8	2.6	6.7	2.7
	(1.1)	(1.3)	(2.5)	(8.3)	(1.0)	(2.0)	(1.5)	(1.7)	(1.9)	(1.2)	(2.8)	(2.4)
Health occupations	1.7	1.4	3.3	0.0	0.6	3.1	1.3	1.4	2.2	1.4	1.0	4.0
	(0.8)	(1.0)	(2.2)	(0.0)	(0.6)	(1.5)	(1.4)	(1.2)	(1.3)	(0.9)	(1.1)	(2.9)
Office occupations	38.8	41.4	44.5	43.7	27.9	51.7	41.4	38.3	37.7	36.6	42.8	43.3
	(2.8)	(4.3)	(6.1)	(13.3)	(3.6)	(4.3)	(6.3)	(4.8)	(4.2)	(3.7)	(5.6)	(7.3)
Machine/auto/motor repair	10.4	9.0	6.7	9.4	17.6	1.8	11.2	8.6	11.5	9.2	13.6	7.7
	(1.8)	(2.5)	(3.1)	(7.8)	(3.0)	(1.1)	(4.0)	(2.8)	(2.8)	(2.2)	(3.9)	(3.9)
Construction trades	19.3	15.6	17.1	30.9	31.2	5.0	21.9	19.6	17.7	19.8	14.9	20.6
	(2.3)	(3.1)	(4.6)	(12.4)	(3.7)	(1.9)	(5.3)	(3.9)	(3.3)	(3.1)	(4.0)	(5.9)
Electronics/communications	2.3	2.2	4.3	0.0	3.7	0.8	0.8	5.2	0.8	3.3	1.5	0.4
	(0.9)	(1.3)	(2.5)	(0.0)	(1.5)	(0.7)	(1.2)	(2.2)	(0.8)	(1.4)	(1.4)	(0.9)
Manufacturing/industrial arts	5.4	5.0	4.5	0.0	5.0	5.9	11.0	6.0	2.0	7.7	1.6	2.7
	(1.3)	(1.9)	(2.6)	(0.0)	(1.8)	(2.0)	(4.0)	(2.4)	(1.2)	(2.0)	(1.4)	(2.4)
Painting/decorating/graphic art/ commercial art/drafting	19.3	16.4	15.0	6.4	22.3	15.8	17.7	19.9	19.7	18.1	19.7	24.6
	(2.3)	(3.2)	(4.4)	(6.5)	(3.3)	(3.1)	(4.9)	(3.9)	(3.5)	(2.9)	(4.5)	(6.3)
Food service	8.1	7.1	4.7	11.6	6.2	10.5	4.5	7.2	10.8	7.6	10.1	7.9
	(1.6)	(2.2)	(2.6)	(8.6)	(1.9)	(2.6)	(2.7)	(2.6)	(2.7)	(2.0)	(3.4)	(4.0)
Personal services	4.7	3.3	3.0	0.0	2.9	6.9	5.5	3.9	5.0	4.2	6.0	5.1
	(1.2)	(1.5)	(2.1)	(0.0)	(1.4)	(2.2)	(2.9)	(1.9)	(1.9)	(1.5)	(2.7)	(3.2)
Custodial services	1.2	2.9	0.3	0.0	1.7	0.5	1.2	1.0	1.4	1.5	0.9	0.4
	(0.6)	(1.4)	(0.7)	(0.0)	(1.0)	(0.6)	(1.4)	(1.0)	(1.0)	(0.9)	(1.1)	(1.0)
On-the-job/work experience	6.9	5.2	7.2	9.0	6.2	7.6	2.0	3.4	12.4	3.7	11.5	12.6
	(1.5)	(1.9)	(3.2)	(7.7)	(1.9)	(2.3)	(1.8)	(1.8)	(2.9)	(1.5)	(3.6)	(4.9)
Other	6.1	10.3	6.6	0.8	3.2	9.6	7.6	4.2	6.9	5.7	9.4	3.3
	(1.4)	(2.6)	(3.1)	(2.4)	(1.4)	(2.5)	(3.4)	(2.0)	(2.2)	(1.8)	(3.3)	(2.6)
Number of respondents	921	279	221	27	499	421	207	330	384	551	217	146

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Vocational Education Courses	Regular School	Special School	Deaf	Hard of Hearing
Percentage of vocational education students studying:				
Prevocational skills	14.7	9.0	12.5	12.3
	(2.8)	(2.4)	(2.3)	(3.2)
Agriculture	6.4	4.4	3.6	8.1
	(2.0)	(1.7)	(1.3)	(2.6)
Distributive education	4.8	1.5	2.2	5.0
	(1.7)	(1.0)	(1.0)	(2.1)
Health occupations	2.2	1.0	0.6	3.0
	(1.2)	(0.8)	(0.6)	(1.6)
Office occupations	44.1	30.3	35.4	42.9
	(4.0)	(3.8)	(3.4)	(4.8)
Machine/auto/motor repair	8.9	12.8	11.7	9.0
	(2.3)	(2.8)	(2.3)	(2.8)
Construction trades	19.6	18.8	18.7	19.9
	(3.2)	(3.2)	(2.7)	(3.8)
Electronics/communications	2.8	1.5	3.4	1.1
	(1.3)	(1.0)	(1.3)	(1.0)
Manufacturing/industrial arts	3.5	8.6	6.2	4.5
	(1.5)	(2.3)	(1.7)	(2.0)
Painting/decorating/graphic art/ commercial art/drafting	14.2	27.4	23.0	15.1
	(2.8)	(3.7)	(3.0)	(3.5)
Food service	6.5	10.7	6.9	9.5
	(2.0)	(2.6)	(1.8)	(2.8)
Personal services	2.7	7.9	5.8	3.3
	(1.3)	(2.2)	(1.6)	(1.7)
Custodial services	0.6	2.2	1.4	0.8
	(0.6)	(1.2)	(0.8)	(0.9)
On-the-job/work experience	6.2	8.0	8.3	5.3
	(1.9)	(2.2)	(1.9)	(2.2)
Other	6.3	5.7	6.5	5.6
	(1.9)	(1.9)	(1.7)	(2.2)
Number of respondents	497	424	562	356

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH HEARING IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of vocational education students studying:									
Prevocational skills	13.1	10.3	10.8	13.7	10.3	13.5	9.0	10.8	13.8
	(4.2)	(3.5)	(3.3)	(3.5)	(2.6)	(6.1)	(3.1)	(3.4)	(3.8)
Agriculture	2.7	7.8	4.6	2.7	6.7	4.5	5.5	6.2	3.2
	(2.0)	(3.1)	(2.3)	(1.7)	(2.2)	(3.7)	(2.5)	(2.7)	(2.0)
Distributive education	0.8	4.4	5.3	3.5	4.1	2.1	2.2	3.5	5.8
	(1.1)	(2.4)	(2.4)	(1.9)	(1.7)	(2.6)	(1.6)	(2.0)	(2.6)
Health occupations	1.0	1.4	3.4	0.9	2.2	3.6	2.2	2.6	1.2
	(1.2)	(1.3)	(1.9)	(1.0)	(1.3)	(3.3)	(1.6)	(1.7)	(1.2)
Office occupations	33.8	40.3	41.3	34.0	40.0	45.0	37.2	40.1	39.7
	(5.9)	(5.7)	(5.3)	(4.8)	(4.2)	(8.8)	(5.2)	(5.4)	(5.4)
Machine/auto/motor repair	9.7	13.0	10.2	9.3	11.5	5.6	12.9	12.2	6.0
	(3.7)	(3.9)	(3.3)	(2.9)	(2.8)	(4.1)	(3.6)	(3.6)	(2.6)
Construction trades	17.7	20.6	21.0	21.0	19.2	10.6	18.6	21.1	19.1
	(4.7)	(4.7)	(4.4)	(4.1)	(3.4)	(5.5)	(4.2)	(4.5)	(4.4)
Electronics/communications	4.8	2.0	1.6	2.2	2.8	0.9	1.6	4.3	1.2
	(2.6)	(1.6)	(1.4)	(1.5)	(1.4)	(1.7)	(1.4)	(2.2)	(1.2)
Manufacturing/industrial arts	6.7	8.2	2.7	11.7	3.9	4.0	8.3	5.7	3.7
	(3.1)	(3.2)	(1.7)	(3.3)	(1.7)	(3.5)	(3.0)	(2.6)	(2.1)
Painting/decorating/graphic art/ commercial art/drafting	12.0	22.5	23.7	17.4	19.8	25.6	21.2	17.0	21.7
	(4.0)	(4.9)	(4.6)	(3.8)	(3.5)	(7.8)	(4.4)	(4.2)	(4.6)
Food service	8.9	7.7	8.6	10.7	7.7	2.9	10.5	5.9	8.9
	(3.5)	(3.1)	(3.0)	(3.1)	(2.3)	(3.0)	(3.3)	(2.6)	(3.2)
Personal services	8.2	3.8	1.6	6.4	4.6	0.9	5.0	5.0	2.3
	(3.4)	(2.2)	(1.4)	(2.5)	(1.8)	(1.7)	(2.4)	(2.4)	(1.7)
Custodial services	1.9	0.7	1.0	2.1	0.3	2.2	2.2	0.6	0.6
	(1.7)	(1.0)	(1.1)	(1.5)	(0.5)	(2.6)	(1.6)	(0.9)	(0.9)
On-the-job/work experience	6.9	3.8	9.8	4.2	7.0	3.7	1.6	8.0	10.6
	(3.2)	(2.2)	(3.2)	(2.0)	(2.2)	(3.4)	(1.4)	(3.0)	(3.4)
Other	6.4	7.9	5.2	5.2	6.7	8.2	7.0	5.6	7.6
	(3.0)	(3.1)	(2.4)	(2.2)	(2.2)	(4.9)	(2.7)	(2.5)	(3.0)
Number of respondents	176	236	304	214	468	80	236	277	258

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Services/Programs	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with:*												
Chapter 1/Title 1	52.2	35.8	31.9	45.0	53.5	50.8	54.6	50.9	51.6	51.9	49.9	55.3
	(2.3)	(3.3)	(4.4)	(10.1)	(3.2)	(3.5)	(4.7)	(4.0)	(3.7)	(2.9)	(4.9)	(6.3)
Bilingual education	36.4	57.4	41.8	12.8	37.1	35.6	42.5	35.2	32.9	38.1	34.0	32.3
	(2.3)	(3.4)	(4.7)	(6.8)	(3.1)	(3.3)	(4.7)	(3.8)	(3.4)	(2.9)	(4.6)	(5.9)
State compensatory programs	41.3	43.9	45.6	60.8	41.1	41.5	41.1	38.3	44.1	41.2	43.0	39.8
	(2.3)	(3.4)	(4.7)	(9.9)	(3.1)	(3.4)	(4.6)	(3.8)	(3.6)	(2.9)	(4.8)	(6.2)
None of these	86.3	83.1	85.0	81.4	85.1	87.7	76.4	87.4	92.9	82.7	91.1	95.3
	(1.6)	(2.5)	(3.4)	(7.9)	(2.3)	(2.3)	(4.0)	(2.6)	(1.9)	(2.2)	(2.8)	(2.7)
Number of respondents	1403	481	346	52	749	653	384	496	523	912	295	188
Percentage in schools that made available to secondary special education students:												
Life skills programs	95.3	92.1	93.2	94.4	95.3	95.4	93.1	94.5	97.6	94.4	95.4	98.8
	(1.1)	(2.2)	(2.6)	(4.9)	(1.5)	(1.6)	(2.6)	(2.0)	(1.2)	(1.5)	(2.2)	(1.4)
Vocational assessment/ counseling	94.9	93.0	92.9	93.8	96.0	93.6	91.6	97.9	94.6	95.3	91.3	98.0
	(1.1)	(2.0)	(2.7)	(5.1)	(1.4)	(1.8)	(2.9)	(1.2)	(1.8)	(1.4)	(3.0)	(1.9)
Work adjustment training	91.5	92.0	86.0	86.0	92.0	91.0	88.2	95.0	90.8	92.2	92.0	87.9
	(1.4)	(2.2)	(3.6)	(7.4)	(1.9)	(2.1)	(3.4)	(1.9)	(2.2)	(1.7)	(2.9)	(4.3)
Work exploration/experience	81.6	79.0	77.7	67.2	82.0	81.0	73.7	84.3	84.6	80.8	78.6	87.8
	(2.0)	(3.3)	(4.3)	(10.0)	(2.7)	(2.9)	(4.6)	(3.1)	(2.8)	(2.5)	(4.4)	(4.3)
Specific job skills training	79.2	71.1	72.9	75.0	79.4	78.9	71.8	81.2	82.4	78.7	79.3	80.4
	(2.1)	(3.6)	(4.6)	(9.2)	(2.8)	(3.1)	(4.7)	(3.4)	(3.0)	(2.6)	(4.3)	(5.3)
Job development/placement services	72.8	77.7	80.8	80.8	72.4	73.3	64.3	78.2	74.0	72.0	76.9	69.6
	(2.3)	(3.3)	(4.1)	(8.4)	(3.1)	(3.3)	(5.0)	(3.6)	(3.4)	(2.9)	(4.5)	(6.1)
Postemployment services	52.3	61.8	55.4	44.8	52.3	52.5	45.2	57.3	52.9	52.1	52.6	53.7
	(2.5)	(3.9)	(5.2)	(10.7)	(3.5)	(3.8)	(5.2)	(4.3)	(3.9)	(3.2)	(5.3)	(6.7)
None of these	0.6	1.1	1.1	0.0	0.3	0.9	1.9	0.2	0.0	0.9	0.0	0.0
	(0.4)	(0.8)	(1.1)	(0.0)	(0.4)	(0.7)	(1.4)	(0.4)	(0.0)	(0.6)	(0.0)	(0.0)
Number of respondents	1196	358	283	44	638	557	310	419	466	769	251	168

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* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18B: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Services/Programs	Regular School	Special School	Deaf	Hard of Hearing
Percentage in schools with:*				
Chapter 1/Title 1	36.2	82.5	58.2	37.9
	(2.9)	(2.7)	(2.7)	(3.5)
Bilingual education	43.8	22.4	33.2	39.3
	(3.0)	(2.9)	(2.7)	(3.5)
State compensatory programs	46.4	31.4	38.9	43.4
	(3.1)	(3.3)	(2.8)	(3.6)
None of these	82.9	92.8	89.5	83.5
	(2.3)	(1.8)	(1.8)	(2.7)
Number of respondents	829	574	776	624
Percentage in schools that made available to secondary special education students:				
Life skills programs	92.6	100	98.0	92.7
	(1.8)	(0.0)	(0.8)	(2.2)
Vocational assessment/ counseling	93.1	98.0	96.0	93.8
	(1.7)	(1.0)	(1.1)	(2.0)
Work adjustment training	87.9	97.7	96.6	86.6
	(2.3)	(1.0)	(1.1)	(2.8)
Work exploration/experience	75.1	92.6	87.2	76.0
	(3.0)	(1.8)	(2.0)	(3.5)
Specific job skills training	72.3	91.0	81.7	76.7
	(3.1)	(2.0)	(2.3)	(3.5)
Job development/placement services	78.8	62.6	68.2	77.4
	(2.8)	(3.4)	(2.7)	(3.5)
Postemployment services	56.9	44.4	52.2	52.4
	(3.4)	(3.5)	(2.9)	(4.1)
None of these	0.9	0.0	0.3	0.9
	(0.7)	(0.0)	(0.3)	(0.8)
Number of respondents	657	537	699	493

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* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18C: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Services/Programs	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with:*									
Chapter 1/Title 1	53.7	54.5	44.7	58.8	49.0	49.0	57.4	48.8	45.8
	(4.7)	(4.8)	(4.3)	(4.1)	(3.5)	(6.4)	(4.5)	(4.4)	(4.3)
Bilingual education	34.3	34.1	42.0	34.8	30.7	64.6	37.9	35.5	37.7
	(4.5)	(4.6)	(4.3)	(4.0)	(3.2)	(6.2)	(4.4)	(4.2)	(4.2)
State compensatory programs	42.4	39.8	37.9	49.5	37.4	37.2	43.1	41.0	36.4
	(4.7)	(4.7)	(4.2)	(4.2)	(3.4)	(6.2)	(4.5)	(4.3)	(4.2)
None of these	88.9	83.1	81.5	83.8	85.3	84.9	82.2	87.1	84.5
	(3.0)	(3.6)	(3.3)	(3.1)	(2.5)	(4.6)	(3.4)	(2.9)	(3.1)
Number of respondents	280	358	469	308	722	139	370	411	409
Percentage in schools that made available to secondary special education students:									
Life skills programs	95.4	92.9	96.0	95.7	95.5	90.2	94.5	95.5	94.5
	(2.1)	(2.7)	(1.8)	(1.9)	(1.5)	(4.5)	(2.3)	(2.0)	(2.1)
Vocational assessment/ counseling	94.2	96.0	92.5	93.1	94.6	94.8	95.1	96.1	91.3
	(2.3)	(2.1)	(2.4)	(2.3)	(1.7)	(3.4)	(2.1)	(1.8)	(2.6)
Work adjustment training	94.0	92.4	86.9	90.3	91.0	91.8	93.5	89.5	90.8
	(2.4)	(2.8)	(3.1)	(2.7)	(2.1)	(4.2)	(2.5)	(2.9)	(2.7)
Work exploration/experience	86.4	81.3	77.3	79.9	81.2	88.1	82.5	80.0	81.9
	(3.4)	(4.1)	(3.9)	(3.6)	(2.9)	(4.9)	(3.8)	(3.8)	(3.6)
Specific job skills training	85.5	76.4	74.1	79.7	78.1	78.2	79.6	79.4	75.5
	(3.5)	(4.4)	(4.1)	(3.7)	(3.0)	(6.3)	(4.0)	(3.8)	(4.0)
Job development/placement services	71.4	71.0	73.1	63.4	73.5	85.1	71.5	71.1	74.1
	(4.5)	(4.8)	(4.1)	(4.4)	(3.2)	(5.4)	(4.5)	(4.3)	(4.1)
Postemployment services	53.9	55.8	48.8	52.6	52.8	70.6	58.6	49.4	53.0
	(5.0)	(5.2)	(4.7)	(4.5)	(3.7)	(6.9)	(4.9)	(4.7)	(4.7)
None of these	1.1	0.9	0.0	0.9	0.2	3.2	1.1	0.3	0.4
	(1.1)	(1.0)	(0.0)	(0.8)	(0.3)	(2.7)	(1.0)	(0.5)	(0.6)
Number of respondents	240	304	393	257	639	100	312	347	346

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* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Services/Programs	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that usually provided when needed:*												
Speech/language therapy	99.1	99.6	98.1	97.9	98.4	99.9	100	98.9	98.7	98.9	98.9	100
	(0.5)	(0.5)	(1.5)	(3.1)	(0.9)	(0.3)	(0.0)	(0.9)	(0.9)	(0.7)	(1.1)	(0.0)
Physical therapy	71.8	53.9	75.2	68.3	69.7	74.4	73.5	63.5	77.4	71.1	73.9	71.2
	(2.5)	(4.6)	(5.3)	(11.7)	(3.4)	(3.6)	(5.1)	(4.6)	(3.4)	(3.2)	(4.9)	(6.2)
Occupational therapy	66.3	53.4	71.8	63.6	68.2	64.0	65.3	61.9	70.4	64.2	71.6	66.7
	(2.6)	(4.7)	(5.5)	(12.2)	(3.5)	(4.0)	(5.4)	(4.7)	(3.8)	(3.4)	(5.1)	(6.6)
Hearing-loss therapy	87.5	76.9	93.6	96.1	88.0	86.9	88.4	85.9	88.1	87.2	86.0	91.5
	(1.8)	(3.6)	(2.9)	(4.6)	(2.4)	(2.7)	(3.5)	(3.2)	(2.6)	(2.3)	(3.9)	(3.8)
Psychotherapy/counseling	89.7	79.1	85.3	89.8	90.7	88.4	85.1	90.1	92.4	88.7	89.9	94.0
	(1.6)	(3.5)	(4.0)	(7.8)	(2.1)	(2.5)	(3.9)	(2.7)	(2.1)	(2.2)	(3.3)	(3.2)
Medical services	70.4	58.6	55.0	72.3	66.5	74.8	71.3	70.0	70.1	71.4	64.1	73.7
	(2.6)	(4.6)	(6.2)	(11.6)	(3.6)	(3.7)	(5.3)	(4.5)	(3.9)	(3.2)	(5.7)	(6.4)
Adaptive physical education	86.7	78.2	84.2	67.0	86.1	87.4	84.2	85.1	89.7	85.6	88.2	90.1
	(1.8)	(3.4)	(4.2)	(12.4)	(2.5)	(2.6)	(4.0)	(3.3)	(2.4)	(2.4)	(3.5)	(4.1)
Social work services	77.9	76.5	83.5	86.2	76.1	79.8	78.9	77.6	77.3	77.3	76.5	81.8
	(2.3)	(3.6)	(4.2)	(8.3)	(3.3)	(3.3)	(4.6)	(4.0)	(3.7)	(3.0)	(4.9)	(5.8)
Special transportation	97.3	96.9	97.9	100	97.4	97.1	95.4	97.2	98.6	96.6	97.7	99.2
	(0.9)	(1.4)	(1.5)	(0.0)	(1.1)	(1.3)	(2.2)	(1.5)	(0.9)	(1.2)	(1.6)	(1.2)
Human aides or tutors	95.0	98.2	94.2	95.8	94.3	95.8	92.6	95.0	96.7	95.1	92.5	97.7
	(1.1)	(1.1)	(2.5)	(4.5)	(1.7)	(1.6)	(2.8)	(2.0)	(1.4)	(1.5)	(2.9)	(2.0)
Physical aids	81.3	72.0	69.1	69.9	84.1	78.1	79.3	80.4	83.4	80.2	82.5	84.1
	(2.0)	(3.7)	(5.3)	(10.6)	(2.6)	(3.2)	(4.4)	(3.6)	(3.0)	(2.7)	(4.1)	(4.9)
None of these	0.4	1.0	0.3	0.0	0.3	0.5	0.4	0.1	0.6	0.2	1.3	0.0
	(0.3)	(0.8)	(0.6)	(0.0)	(0.4)	(0.5)	(0.7)	(0.3)	(0.6)	(0.3)	(1.2)	(0.0)
Number of respondents	969	265	206	30	517	451	249	337	367	627	193	132
Percentage in schools serving non-disabled students that had:**												
Regular education classrooms	93.6	95.8	98.2	82.4	94.7	92.4	90.7	97.0	92.9	93.6	89.2	99.3
	(1.7)	(1.6)	(1.5)	(8.4)	(2.1)	(2.7)	(3.7)	(2.0)	(3.0)	(2.1)	(4.3)	(1.7)
Part-time resource rooms	91.4	89.0	93.8	93.4	93.8	88.6	89.4	94.1	90.5	90.7	88.7	97.4
	(1.9)	(2.5)	(2.7)	(5.5)	(2.3)	(3.2)	(3.9)	(2.7)	(3.4)	(2.5)	(4.4)	(3.2)
Pull-cut/itinerant services	91.1	92.4	93.3	86.0	87.6	95.3	93.0	92.2	88.4	91.8	88.2	91.8
	(2.0)	(2.2)	(2.8)	(7.6)	(3.1)	(2.1)	(3.3)	(3.1)	(3.7)	(2.4)	(4.5)	(5.5)
Self-contained classrooms	80.0	75.1	88.9	72.9	81.8	78.0	77.7	80.1	81.9	79.8	81.8	79.3
	(2.8)	(3.5)	(3.5)	(9.8)	(3.7)	(4.1)	(5.3)	(4.6)	(4.5)	(3.5)	(5.3)	(8.1)
All of these	65.8	62.0	79.4	48.9	66.7	64.7	58.1	72.0	66.2	64.2	68.8	68.5
	(3.3)	(4.0)	(4.5)	(11.0)	(4.5)	(4.8)	(6.3)	(5.2)	(5.5)	(4.1)	(6.4)	(9.3)
Number of respondents	655	348	261	43	337	318	205	241	209	433	142	75

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* See Appendix for percentage of youth in schools that reported having students in need of these services.

** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18B: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Services/Programs	Regular School	Special School	Deaf	Hard of Hearing
Percentage in schools that usually provided when needed:*				
Speech/language therapy	98.6	100	99.3	98.9
	(0.8)	(0.0)	(0.5)	(0.9)
Physical therapy	63.4	82.9	79.4	62.9
	(3.8)	(2.8)	(2.6)	(4.5)
Occupational therapy	60.5	73.6	70.4	61.3
	(3.9)	(3.3)	(3.0)	(4.6)
Hearing-loss therapy	86.3	89.2	86.2	89.1
	(2.6)	(2.3)	(2.2)	(2.7)
Psychotherapy/counseling	82.8	99.5	95.6	83.4
	(2.8)	(0.5)	(1.3)	(3.2)
Medical services	58.1	87.8	74.8	66.0
	(4.0)	(2.6)	(2.9)	(4.4)
Adaptive physical education	78.1	99.3	92.1	80.9
	(3.1)	(0.6)	(1.7)	(3.4)
Social work services	80.3	73.2	73.4	81.8
	(2.9)	(3.7)	(3.1)	(3.3)
Special transportation	97.8	96.3	97.5	97.0
	(1.0)	(1.4)	(1.0)	(1.4)
Human aides or tutors	95.9	93.4	96.2	93.9
	(1.4)	(1.9)	(1.2)	(2.0)
Physical aids	69.4	99.2	87.4	74.8
	(3.4)	(0.7)	(2.1)	(3.7)
None of these	0.2	0.7	0.5	0.2
	(0.3)	(0.6)	(0.5)	(0.4)
Number of respondents	484	413	553	367
Percentage in schools serving non-disabled students that had:**				
Regular education classrooms	93.6	---	98.0	91.9
	(1.7)		(1.5)	(2.4)
Part-time resource rooms	91.4	---	88.0	92.7
	(1.9)		(3.6)	(2.3)
Pull-out/itinerant services	91.1	---	88.0	92.2
	(2.0)		(3.6)	(2.3)
Self-contained classrooms	80.0	---	80.2	79.9
	(2.8)		(4.4)	(3.5)
All of these	65.8	---	55.7	65.7
	(3.3)		(5.2)	(4.1)
Number of respondents	655	0	225	427

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* See Appendix for percentage of youth in schools that reported having students in need of these services.

** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18C: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Services/Programs	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that usually provided when needed:*									
Speech/language therapy	99.6	99.7	98.9	100	98.6	98.8	97.6	100	99.3
	(0.7)	(0.5)	(1.0)	(0.0)	(0.9)	(1.6)	(1.5)	(0.0)	(0.8)
Physical therapy	69.6	76.9	70.2	66.1	75.1	66.4	76.0	70.4	70.4
	(5.1)	(4.8)	(4.7)	(4.5)	(3.5)	(7.8)	(4.5)	(4.8)	(4.7)
Occupational therapy	64.1	73.7	62.9	64.6	66.8	70.5	69.8	63.8	65.1
	(5.3)	(5.0)	(5.0)	(4.6)	(3.8)	(7.5)	(4.9)	(5.1)	(4.8)
Hearing-loss therapy	87.1	90.3	88.1	87.9	91.2	63.7	87.5	87.6	89.2
	(3.7)	(3.2)	(3.2)	(3.1)	(2.2)	(7.6)	(3.4)	(3.3)	(3.1)
Psychotherapy/counseling	93.9	89.7	86.3	87.2	91.2	90.9	93.8	86.4	88.8
	(2.6)	(3.3)	(3.4)	(3.1)	(2.2)	(4.4)	(2.4)	(3.5)	(3.1)
Medical services	76.7	78.7	57.9	79.1	69.9	52.8	78.1	71.8	60.6
	(4.7)	(4.7)	(5.3)	(3.9)	(3.8)	(8.3)	(4.3)	(4.8)	(5.3)
Adaptive physical education	89.3	85.6	88.6	90.7	86.8	86.0	89.7	82.0	92.5
	(3.3)	(3.8)	(3.1)	(2.7)	(2.6)	(5.2)	(3.1)	(3.9)	(2.6)
Social work services	74.1	84.5	78.1	68.7	84.3	56.4	73.2	82.7	78.3
	(5.0)	(4.1)	(4.2)	(4.7)	(2.9)	(7.6)	(4.8)	(3.9)	(4.2)
Special transportation	97.7	94.7	98.2	95.2	97.8	94.6	96.0	98.7	95.6
	(1.6)	(2.4)	(1.3)	(1.9)	(1.1)	(3.4)	(2.0)	(1.1)	(2.0)
Human aides or tutors	93.1	94.6	95.3	95.8	93.9	100	97.0	91.2	96.2
	(2.7)	(2.4)	(2.1)	(1.9)	(1.8)	(0.0)	(1.7)	(2.8)	(1.9)
Physical aids	87.1	80.6	77.8	85.5	81.1	77.8	83.8	82.4	77.7
	(3.6)	(4.3)	(4.1)	(3.3)	(3.0)	(6.5)	(3.7)	(3.8)	(4.1)
None of these	0.9	0.3	0.1	0.5	0.2	1.6	0.5	0.4	0.5
	(1.0)	(0.5)	(0.3)	(0.6)	(0.3)	(1.8)	(0.7)	(0.6)	(0.6)
Number of respondents	200	250	308	200	507	80	260	284	265
Percentage in schools serving non-disabled students that had:**									
Regular education classrooms	97.6	88.2	94.3	93.2	91.4	100	92.8	92.6	93.2
	(2.3)	(4.6)	(2.7)	(3.6)	(2.7)	(0.0)	(3.6)	(3.3)	(3.0)
Part-time resource rooms	93.0	91.5	88.1	78.4	92.5	96.1	95.0	91.9	84.6
	(3.8)	(4.0)	(3.8)	(5.9)	(2.6)	(3.3)	(3.1)	(3.5)	(4.3)
Pull-out/itinerant services	95.4	91.0	90.3	92.4	89.3	97.7	87.4	94.8	90.8
	(3.1)	(4.1)	(3.5)	(3.8)	(3.0)	(2.6)	(4.6)	(2.8)	(3.4)
Self-contained classrooms	81.6	75.0	82.2	74.2	80.9	85.0	73.8	80.7	86.0
	(5.8)	(6.2)	(4.5)	(6.2)	(3.8)	(6.1)	(6.2)	(5.0)	(4.1)
All of these	75.3	57.8	65.9	53.1	64.9	81.7	60.0	69.0	66.7
	(6.4)	(7.1)	(5.6)	(7.1)	(4.6)	(6.7)	(6.9)	(5.9)	(5.6)
Number of respondents	117	160	256	103	374	74	153	199	217

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* See Appendix for percentage of youth in schools that reported having students in need of these services.

** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19A: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Services/Programs	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with vocational classes designed specifically for students with disabilities	72.8	61.5	62.2	54.7	72.5	73.1	66.9	74.3	75.6	71.8	73.0	75.9
	(2.3)	(3.9)	(5.1)	(10.6)	(3.1)	(3.3)	(4.9)	(3.8)	(3.3)	(2.9)	(4.7)	(5.7)
Number of respondents	1201	362	283	46	643	557	312	420	469	771	252	171
Percentage in schools that helped students with disabilities in regular vocational classes by:*												
Making physical adaptations	56.2	54.1	53.5	65.3	53.3	59.7	53.7	52.4	61.9	53.1	52.8	72.2
	(3.6)	(4.3)	(5.6)	(10.3)	(5.0)	(5.1)	(7.0)	(5.9)	(5.8)	(4.6)	(7.1)	(8.8)
Increasing teacher contact	71.5	65.7	72.8	80.3	71.6	71.3	67.1	74.7	71.8	71.7	70.6	71.2
	(3.2)	(4.1)	(5.0)	(8.6)	(4.5)	(4.7)	(6.6)	(5.1)	(5.3)	(4.1)	(6.5)	(8.9)
Providing human aides	60.3	69.8	57.0	48.2	61.5	58.9	60.8	53.6	66.4	56.3	59.0	76.0
	(3.5)	(3.9)	(5.6)	(10.8)	(4.8)	(5.1)	(6.9)	(5.9)	(5.6)	(4.5)	(7.0)	(8.4)
Simplifying instruction	60.1	52.9	63.6	66.7	62.8	56.9	58.7	63.9	57.6	61.3	50.9	66.0
	(3.5)	(4.3)	(5.4)	(10.2)	(4.8)	(5.1)	(6.9)	(5.7)	(5.9)	(4.5)	(7.1)	(9.3)
Other accommodations	7.2	3.8	12.5	4.1	10.6	3.2	9.2	6.3	6.4	7.3	7.9	6.1
	(1.9)	(1.6)	(3.7)	(4.3)	(3.1)	(1.8)	(4.1)	(2.9)	(2.9)	(2.4)	(3.8)	(4.7)
Number of respondents	617	325	245	44	318	299	178	233	206	400	137	75
Average percentage of vocational course time spent in:												
Classroom instruction	56.2	59.3	58.2	58.8	55.9	56.7	57.1	56.2	55.7	56.0	56.0	57.6
	(1.6)	(2.4)	(3.2)	(6.7)	(2.2)	(2.3)	(3.2)	(2.7)	(2.5)	(2.0)	(3.3)	(4.5)
Work experience at school	19.7	15.6	12.1	10.2	19.9	19.5	18.1	18.8	21.5	19.8	18.7	20.0
	(1.2)	(1.5)	(1.7)	(3.3)	(1.6)	(1.8)	(2.3)	(1.9)	(2.0)	(1.5)	(2.4)	(3.4)
Community-based experience	17.7	20.1	19.9	19.5	16.9	18.7	17.3	18.4	17.5	17.7	18.8	16.9
	(0.9)	(1.5)	(2.3)	(4.2)	(1.2)	(1.5)	(2.0)	(1.5)	(1.5)	(1.1)	(2.2)	(2.4)
Number of respondents	1053	315	229	38	570	482	262	372	419	669	223	154

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* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19B: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Services/Programs	Regular School	Special School	Deaf	Hard of Hearing
Percentage in schools with vocational classes designed specifically for students with disabilities	58.9 (3.4)	96.5 (1.3)	84.0 (2.1)	61.8 (4.0)
Number of respondents	659	542	702	496
Percentage in schools that helped students with disabilities in regular vocational classes by:*				
Making physical adaptations	56.2 (3.6)	---	65.0 (5.0)	52.8 (4.6)
Increasing teacher contact	71.5 (3.2)	---	62.3 (5.1)	75.1 (3.9)
Providing human aides	60.3 (3.5)	---	72.6 (4.7)	55.5 (4.5)
Simplifying instruction	60.1 (3.5)	---	57.3 (5.2)	61.1 (4.4)
Other accommodations	7.2 (1.9)	---	6.5 (2.6)	7.4 (2.4)
Number of respondents	617	0	218	397
Average percentage of vocational course time spent in:				
Classroom instruction	58.9 (2.1)	52.1 (2.3)	53.3 (1.9)	59.3 (2.5)
Work experience at school	12.8 (1.2)	30.6 (1.9)	24.9 (1.5)	14.2 (1.6)
Community-based experience	19.7 (1.4)	14.9 (1.1)	17.7 (1.1)	17.8 (1.6)
Number of respondents	554	484	631	419

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* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19C: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

Services/Programs	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with vocational classes designed specifically for students with disabilities	82.2	71.4	66.8	77.5	71.0	79.5	77.3	70.1	71.6
	(3.8)	(4.8)	(4.4)	(3.8)	(3.3)	(6.3)	(4.2)	(4.3)	(4.2)
Number of respondents	240	303	397	257	646	98	313	350	348
Percentage in schools that helped students with disabilities in regular vocational classes by:*									
Making physical adaptations	59.7	41.9	62.2	52.7	54.9	64.3	51.1	55.1	55.9
	(7.4)	(7.4)	(5.8)	(7.7)	(4.9)	(9.5)	(7.4)	(6.4)	(6.0)
Increasing teacher contact	65.4	73.2	69.7	68.7	75.0	48.4	75.1	69.0	66.8
	(7.2)	(6.6)	(5.5)	(7.1)	(4.3)	(9.9)	(6.4)	(6.0)	(5.7)
Providing human aides	52.2	53.5	69.0	61.5	61.6	54.4	49.0	64.9	65.2
	(7.5)	(7.5)	(5.5)	(7.5)	(4.8)	(9.9)	(7.4)	(6.2)	(5.8)
Simplifying instruction	57.0	56.6	64.6	57.7	63.8	34.6	53.7	66.1	57.9
	(7.5)	(7.4)	(5.7)	(7.6)	(4.7)	(9.4)	(7.4)	(6.1)	(6.0)
Other accommodations	3.3	6.7	10.9	9.9	7.3	3.9	4.9	7.3	10.2
	(2.7)	(3.7)	(3.7)	(4.6)	(2.6)	(3.9)	(3.2)	(3.4)	(3.7)
Number of respondents	108	149	242	98	357	64	140	190	204
Average percentage of vocational course time spent in:									
Classroom instruction	55.2	55.5	60.6	48.9	59.3	58.3	55.0	59.1	56.5
	(3.2)	(3.4)	(3.0)	(2.9)	(2.3)	(4.5)	(3.1)	(3.0)	(3.0)
Work experience at school	22.4	18.6	16.0	30.2	16.5	14.1	21.4	17.4	18.6
	(2.4)	(2.4)	(1.9)	(2.5)	(1.6)	(2.2)	(2.3)	(2.2)	(2.0)
Community-based experience	17.8	17.6	16.5	17.2	16.7	23.3	18.3	16.8	17.2
	(1.7)	(1.8)	(1.9)	(1.5)	(1.3)	(3.2)	(1.7)	(1.7)	(1.8)
Number of respondents	217	257	338	222	554	90	275	303	295

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* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided vocational assessment/ career counseling to secondary special education students	94.8	92.8	92.9	93.8	95.9	93.6	91.4	97.9	94.6	95.2	91.3	98.0
	(1.1)	(2.1)	(2.7)	(5.2)	(1.4)	(1.8)	(2.9)	(1.3)	(1.8)	(1.4)	(2.9)	(1.9)
Number of respondents	1205	362	289	45	642	562	314	421	470	774	253	171
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:												
Routinely to all students	44.8	63.5	68.8	82.5	43.8	46.0	44.0	51.4	39.5	45.4	43.3	44.5
	(2.6)	(4.0)	(5.2)	(8.3)	(3.5)	(3.8)	(5.5)	(4.4)	(3.9)	(3.3)	(5.4)	(6.7)
Routinely only to special education students	46.8	23.6	18.1	13.5	48.9	44.4	46.5	40.3	52.7	46.2	49.9	44.9
	(2.6)	(3.5)	(4.3)	(7.5)	(3.5)	(3.8)	(5.5)	(4.3)	(4.0)	(3.3)	(5.4)	(6.7)
Routinely only to those with some disabilities	4.1	3.8	5.3	4.0	3.1	5.4	2.5	4.8	4.6	4.1	2.6	6.3
	(1.0)	(1.6)	(2.5)	(4.3)	(1.2)	(1.7)	(1.7)	(1.9)	(1.7)	(1.3)	(1.7)	(3.3)
Occasionally to special education students	3.4	8.8	4.5	0.0	3.4	3.5	7.0	2.2	2.2	4.2	2.3	1.9
	(0.9)	(2.3)	(2.3)	(0.0)	(1.3)	(1.4)	(2.8)	(1.3)	(1.1)	(1.3)	(1.6)	(1.9)
Rarely or never to special education students	0.8	0.2	3.2	0.0	0.8	0.8	0.0	1.3	1.0	0.1	2.0	2.5
	(0.5)	(0.4)	(2.0)	(0.0)	(0.6)	(0.7)	(0.0)	(1.0)	(0.8)	(0.2)	(1.5)	(2.1)
Number of respondents	1145	339	261	43	614	530	285	409	451	734	237	167
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*												
Grades 7 or 8	23.6	13.6	35.8	7.5	21.7	25.8	27.7	19.8	24.0	21.9	28.9	21.6
	(2.8)	(5.0)	(8.3)	(7.9)	(3.6)	(4.4)	(6.3)	(4.6)	(4.1)	(3.5)	(6.3)	(6.4)
Grades 9 or 10	75.4	79.1	89.5	82.8	71.1	80.2	77.4	80.7	70.0	77.4	70.9	71.8
	(2.5)	(4.1)	(4.2)	(10.3)	(3.5)	(3.5)	(5.2)	(4.0)	(3.9)	(3.1)	(5.3)	(6.6)
Grades 11 or 12	88.1	82.6	87.7	93.8	89.2	87.0	88.1	90.6	86.1	89.4	82.8	89.4
	(1.8)	(3.4)	(4.2)	(5.8)	(2.3)	(2.8)	(3.9)	(2.7)	(2.8)	(2.2)	(4.2)	(4.3)
Ungraded classes	39.4	49.5	69.4	27.1	39.5	39.2	42.1	34.6	41.4	38.3	36.4	43.9
	(3.4)	(7.5)	(8.3)	(13.3)	(4.4)	(5.1)	(7.3)	(5.8)	(4.9)	(4.3)	(7.0)	(8.3)
Number of respondents	660	104	99	23	371	288	154	221	285	420	129	107

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20B: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Percentage in schools that provided vocational assessment/career counseling to secondary special education students	93.0	98.0	96.0	93.7
	(1.8)	(1.0)	(1.2)	(2.0)
Number of respondents	664	541	706	496
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:				
Routinely to all students	72.7	0.0	26.8	62.6
	(3.2)	(0.0)	(2.6)	(4.2)
Routinely only to special education students	16.9	94.9	69.7	24.2
	(2.7)	(1.6)	(2.7)	(3.7)
Routinely only to those with some disabilities	3.8	4.8	2.0	6.3
	(1.4)	(1.5)	(0.8)	(2.1)
Occasionally to special education students	5.3	0.4	1.5	5.3
	(1.6)	(0.4)	(0.7)	(1.9)
Rarely or never to special education students	1.4	0.0	0.0	1.7
	(0.8)	(0.0)	(0.0)	(1.1)
Number of respondents	612	533	675	467
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*				
Grades 7 or 8	13.3	30.5	25.5	21.0
	(4.2)	(3.5)	(3.2)	(5.1)
Grades 9 or 10	82.8	67.5	69.3	82.9
	(3.4)	(3.5)	(3.1)	(3.8)
Grades 11 or 12	86.8	89.8	88.6	87.6
	(2.7)	(2.2)	(2.1)	(3.1)
Ungraded classes	45.1	35.4	34.6	46.5
	(6.2)	(3.8)	(3.6)	(6.6)
Number of respondents	204	456	475	183

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20C: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided vocational assessment/ career counseling to secondary special education students	94.2	96.0	92.5	93.1	94.6	94.8	94.9	96.1	91.3
	(2.4)	(2.0)	(2.5)	(2.3)	(1.7)	(3.3)	(2.2)	(1.9)	(2.6)
Number of respondents	241	307	396	260	644	101	315	349	351
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:									
Routinely to all students	36.8	40.8	53.4	33.1	45.7	48.7	41.9	46.2	43.2
	(5.0)	(5.3)	(4.7)	(4.4)	(3.8)	(7.9)	(5.1)	(4.8)	(4.8)
Routinely only to special education students	56.1	46.6	36.9	59.0	43.7	45.3	49.1	44.4	46.1
	(5.1)	(5.4)	(4.6)	(4.6)	(3.8)	(7.8)	(5.1)	(4.8)	(4.8)
Routinely only to those with some disabilities	3.0	5.1	6.9	1.5	6.3	0.8	5.4	3.3	5.7
	(1.8)	(2.4)	(2.4)	(1.1)	(1.9)	(1.4)	(2.3)	(1.7)	(2.2)
Occasionally to special education students	4.2	4.9	2.6	4.3	3.5	5.1	2.3	4.8	4.8
	(2.1)	(2.3)	(1.5)	(1.9)	(1.4)	(3.5)	(1.5)	(2.1)	(2.1)
Rarely or never to special education students	0.0	2.6	0.2	2.1	0.8	0.0	1.3	1.3	0.3
	(0.0)	(1.7)	(0.5)	(1.3)	(0.7)	(0.0)	(1.2)	(1.1)	(0.5)
Number of respondents	229	291	371	245	608	96	299	336	323
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*									
Grades 7 or 8	26.8	29.7	15.0	40.1	20.3	10.7	23.4	28.1	20.1
	(5.6)	(6.1)	(4.7)	(5.4)	(3.9)	(6.5)	(5.1)	(5.6)	(5.1)
Grades 9 or 10	72.9	78.8	75.3	65.5	79.4	70.2	72.9	81.2	71.4
	(5.3)	(4.8)	(4.8)	(4.9)	(3.5)	(8.1)	(4.9)	(4.3)	(5.0)
Grades 11 or 12	87.0	88.9	87.9	86.6	87.2	91.6	88.8	87.0	85.3
	(3.8)	(3.5)	(3.4)	(3.3)	(2.7)	(4.6)	(3.3)	(3.5)	(3.7)
Ungraded classes	38.9	42.3	46.3	44.5	41.7	27.7	42.9	37.1	48.0
	(6.6)	(6.8)	(6.8)	(6.0)	(4.9)	(9.8)	(6.5)	(6.3)	(6.5)
Number of respondents	141	171	192	142	355	46	175	192	182

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools providing vocational assessment/counseling, percentage in schools that:												
Used formal assessment of student interests/skills	87.6	88.9	82.6	64.8	85.9	89.7	78.0	89.1	92.7	86.1	91.0	89.1
	(1.7)	(2.6)	(4.2)	(10.5)	(2.4)	(2.4)	(4.5)	(2.8)	(2.1)	(2.3)	(3.1)	(4.2)
Gave students information about alternative careers	96.7	95.3	97.0	90.8	97.3	96.0	93.8	97.3	98.2	96.5	98.5	95.4
	(0.9)	(1.7)	(1.9)	(6.3)	(1.1)	(1.5)	(2.6)	(1.4)	(1.1)	(1.2)	(1.3)	(2.8)
Recommended specific careers	84.0	80.8	79.0	66.2	81.5	86.9	81.4	84.6	85.1	83.2	86.3	83.2
	(1.9)	(3.3)	(4.5)	(10.4)	(2.7)	(2.6)	(4.2)	(3.2)	(2.8)	(2.5)	(3.7)	(5.0)
Recommended specific training/education	88.7	85.1	85.3	73.8	88.1	89.5	86.2	88.6	90.5	88.6	87.6	90.0
	(1.6)	(3.0)	(3.9)	(9.7)	(2.3)	(2.4)	(3.7)	(2.8)	(2.3)	(2.1)	(3.5)	(4.0)
Informed students about colleges/training programs for students with disabilities	87.1	84.8	82.1	70.5	87.4	86.7	82.3	87.4	89.9	85.9	88.9	88.9
	(1.7)	(3.0)	(4.2)	(10.0)	(2.3)	(2.6)	(4.1)	(2.9)	(2.4)	(2.3)	(3.4)	(4.2)
Number of respondents	1148	338	265	43	617	530	286	410	452	736	237	168

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20B: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Of students in schools providing vocational assessment/counseling, percentage in schools that:				
Used formal assessment of student interests/skills	80.9 (2.8)	98.7 (0.8)	96.2 (1.2)	79.1 (3.4)
Gave students information about alternative careers	94.8 (1.6)	99.9 (0.3)	98.6 (0.7)	94.8 (1.8)
Recommended specific careers	77.0 (3.0)	95.4 (1.6)	91.0 (1.8)	76.9 (3.5)
Recommended specific training/ education	82.9 (2.7)	98.2 (1.0)	95.1 (1.4)	82.4 (3.2)
Informed students about colleges/ training programs for students with disabilities	81.4 (2.8)	96.3 (1.4)	93.4 (1.6)	80.7 (3.3)
Number of respondents	615	533	677	468

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20C: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing vocational assessment/counseling, percentage in schools that:									
Used formal assessment of student interests/skills	91.3 (3.0)	80.2 (4.2)	88.8 (3.1)	90.4 (2.7)	86.3 (2.6)	84.8 (5.4)	84.0 (3.7)	87.9 (3.2)	88.7 (3.1)
Gave students information about alternative careers	94.6 (2.4)	98.2 (1.4)	98.2 (1.3)	96.1 (1.8)	98.6 (0.9)	89.6 (4.6)	96.6 (1.8)	97.1 (1.6)	97.3 (1.6)
Recommended specific careers	89.0 (3.3)	80.6 (4.2)	82.5 (3.7)	87.2 (3.1)	82.4 (2.9)	83.8 (5.6)	83.6 (3.7)	88.0 (3.2)	79.1 (4.0)
Recommended specific training/education	91.2 (3.0)	83.8 (3.9)	92.0 (2.6)	89.1 (2.9)	88.6 (2.4)	89.3 (4.7)	86.6 (3.4)	90.9 (2.8)	88.5 (3.1)
Informed students about colleges/training programs for students with disabilities	90.0 (3.2)	85.9 (3.7)	86.8 (3.3)	84.5 (3.4)	89.3 (2.3)	80.4 (6.0)	87.0 (3.4)	90.1 (2.9)	84.1 (3.5)
Number of respondents	229	291	374	244	612	96	300	336	325

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided work adjustment training to secondary special ed. students	91.5	92.0	86.0	86.0	92.0	91.0	88.2	95.0	90.8	92.2	92.0	87.9
	(1.4)	(2.2)	(3.7)	(7.4)	(1.9)	(2.2)	(3.4)	(1.9)	(2.2)	(1.7)	(2.8)	(4.3)
Number of respondents	1201	359	289	45	640	560	311	420	470	771	252	171
Of students in schools providing work adjustment training, percentage in schools that provided it:												
Routinely to all students	31.5	54.7	41.4	53.9	31.4	31.6	30.7	36.3	27.7	32.0	31.7	28.7
	(2.4)	(4.1)	(5.5)	(11.5)	(3.3)	(3.6)	(5.2)	(4.2)	(3.5)	(3.1)	(5.0)	(5.9)
Routinely only to special education students	51.5	29.1	43.6	31.5	55.2	47.2	52.6	46.9	55.0	51.0	52.7	51.4
	(2.6)	(3.7)	(5.5)	(10.7)	(3.5)	(3.8)	(5.6)	(4.4)	(3.8)	(3.3)	(5.3)	(6.6)
Routinely only to those with some disabilities	9.7	7.2	9.7	4.4	7.4	12.4	6.5	10.5	11.1	9.5	7.5	14.1
	(1.5)	(2.1)	(3.3)	(4.7)	(1.9)	(2.5)	(2.8)	(2.7)	(2.4)	(2.0)	(2.8)	(4.6)
Occasionally to special education students	7.1	8.8	5.0	10.2	5.9	8.6	10.3	5.9	6.2	7.3	7.8	5.8
	(1.3)	(2.3)	(2.4)	(7.0)	(1.7)	(2.1)	(3.4)	(2.1)	(1.9)	(1.7)	(2.9)	(3.1)
Rarely or never to special education students	0.1	0.2	0.3	0.0	0.1	0.1	0.0	0.4	0.0	0.1	0.3	0.0
	(0.2)	(0.4)	(0.6)	(0.0)	(0.2)	(0.3)	(0.0)	(0.5)	(0.0)	(0.2)	(0.6)	(0.0)
Number of respondents	1122	332	253	40	599	522	272	402	448	714	237	164
Of students in schools providing work adjustment training, percentage in schools with training in:*												
Grades 7 or 8	29.8	12.2	19.2	2.0	30.7	28.7	30.4	29.4	29.9	29.8	33.6	22.9
	(3.0)	(4.7)	(6.8)	(4.2)	(3.9)	(4.5)	(6.4)	(5.2)	(4.3)	(3.8)	(6.5)	(6.5)
Grades 9 or 10	74.5	72.3	79.3	70.8	73.0	76.1	77.2	82.4	66.4	77.5	72.9	62.9
	(2.6)	(4.8)	(5.9)	(11.2)	(3.5)	(3.8)	(5.4)	(3.9)	(4.1)	(3.2)	(5.3)	(7.2)
Grades 11 or 12	88.0	83.1	87.8	77.1	86.6	89.6	85.4	93.3	85.2	89.7	85.1	84.8
	(1.8)	(3.4)	(3.8)	(9.6)	(2.5)	(2.5)	(4.2)	(2.3)	(2.9)	(2.1)	(4.0)	(4.9)
Ungraded classes	46.2	62.9	66.9	27.7	45.1	47.4	53.0	42.1	45.0	46.6	46.1	42.1
	(3.4)	(7.2)	(8.5)	(13.4)	(4.5)	(5.3)	(7.4)	(6.0)	(5.0)	(4.4)	(7.2)	(8.3)
Number of respondents	660	104	99	23	371	288	154	221	285	420	129	107

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21B: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Percentage in schools that provided work adjustment training to secondary special ed. students	87.9	97.7	96.6	86.6
	(2.3)	(1.1)	(1.1)	(2.8)
Number of respondents	660	541	705	493
Of students in schools providing work adjustment training, percentage in schools that provided it:				
Routinely to all students	52.0	0.0	18.9	45.2
	(3.6)	(0.0)	(2.3)	(4.4)
Routinely only to special education students	33.2	79.7	66.3	35.4
	(3.4)	(2.9)	(2.8)	(4.2)
Routinely only to those with some disabilities	7.2	13.7	9.9	9.5
	(1.9)	(2.4)	(1.8)	(2.6)
Occasionally to special education students	7.5	6.7	4.8	9.7
	(1.9)	(1.8)	(1.3)	(2.6)
Rarely or never to special education students	0.2	0.0	0.1	0.1
	(0.3)	(0.0)	(0.2)	(0.3)
Number of respondents	592	530	678	441
Of students in schools providing work adjustment training, percentage in schools with training in:*				
Grades 7 or 8	5.9	46.0	41.3	13.0
	(2.8)	(3.8)	(3.6)	(4.2)
Grades 9 or 10	75.0	73.9	74.4	74.5
	(4.1)	(3.3)	(3.0)	(4.5)
Grades 11 or 12	83.4	94.5	92.9	82.3
	(2.9)	(1.7)	(1.6)	(3.5)
Ungraded classes	48.9	44.3	43.5	50.1
	(6.2)	(4.0)	(3.8)	(6.7)
Number of respondents	204	456	475	183

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21C: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work adjustment training to secondary special ed. students	94.0	92.4	86.9	90.3	91.0	91.8	93.5	89.5	90.8
	(2.5)	(2.7)	(3.2)	(2.7)	(2.1)	(4.0)	(2.4)	(3.0)	(2.7)
Number of respondents	240	307	394	258	643	101	314	349	348
Of students in schools providing work adjustment training, percentage in schools that provided it:									
Routinely to all students	30.9	26.9	37.1	27.6	30.7	37.9	33.2	27.9	32.1
	(4.8)	(4.8)	(4.5)	(4.1)	(3.5)	(7.8)	(4.9)	(4.3)	(4.5)
Routinely only to special education students	46.4	56.0	48.8	57.7	50.6	38.4	48.1	53.5	50.7
	(5.2)	(5.4)	(4.7)	(4.5)	(3.8)	(7.8)	(5.2)	(4.8)	(4.8)
Routinely only to those with some disabilities	11.4	10.8	9.0	9.7	12.1	7.4	13.1	10.3	8.7
	(3.3)	(3.4)	(2.7)	(2.7)	(2.5)	(4.2)	(3.5)	(2.9)	(2.7)
Occasionally to special education students	11.3	6.2	4.6	5.0	6.4	16.3	5.5	8.0	8.2
	(3.3)	(2.6)	(2.0)	(2.0)	(1.9)	(5.9)	(2.4)	(2.6)	(2.6)
Rarely or never to special education students	0.0	0.0	0.5	0.0	0.2	0.0	0.0	0.2	0.2
	(0.0)	(0.0)	(0.7)	(0.0)	(0.4)	(0.0)	(0.0)	(0.5)	(0.5)
Number of respondents	225	286	361	240	597	93	293	323	323
Of students in schools providing work adjustment training, percentage in schools with training in:*									
Grades 7 or 8	33.8	28.7	29.0	37.9	26.9	36.6	33.0	26.7	31.0
	(6.0)	(6.0)	(6.0)	(5.3)	(4.3)	(10.1)	(5.7)	(5.5)	(5.8)
Grades 9 or 10	74.1	74.5	79.9	62.6	77.5	90.2	78.3	72.5	74.9
	(5.2)	(5.2)	(4.6)	(4.9)	(3.7)	(5.2)	(4.6)	(5.1)	(4.9)
Grades 11 or 12	90.4	86.6	89.1	85.5	87.8	93.1	91.2	85.8	87.1
	(3.3)	(3.8)	(3.2)	(3.3)	(2.6)	(4.1)	(3.0)	(3.6)	(3.4)
Ungraded classes	50.6	42.8	51.6	45.4	51.0	25.6	45.5	47.8	54.2
	(6.8)	(6.8)	(6.8)	(6.0)	(5.0)	(9.5)	(6.5)	(6.5)	(6.5)
Number of respondents	141	171	192	142	355	46	175	192	182

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools providing work adjustment training, percentage in schools with training in:												
Production skills	70.0	75.5	79.3	60.0	68.1	72.0	68.8	71.7	69.1	70.4	73.4	61.9
	(2.4)	(3.6)	(4.6)	(11.3)	(3.3)	(3.5)	(5.2)	(4.0)	(3.7)	(3.1)	(4.7)	(6.6)
Relationships with coworkers/ supervisors	98.0	95.1	99.8	100	98.2	97.7	97.7	98.3	97.8	98.4	95.6	99.2
	(0.7)	(1.8)	(0.5)	(0.0)	(1.0)	(1.2)	(1.7)	(1.2)	(1.2)	(0.9)	(2.2)	(1.2)
Attendance/punctuality	98.8	96.5	98.9	100	98.9	98.7	99.2	98.7	98.7	99.1	97.3	99.4
	(0.6)	(1.5)	(1.2)	(0.0)	(0.7)	(0.9)	(1.0)	(1.0)	(0.9)	(0.6)	(1.7)	(1.0)
Appropriate dress/grooming	96.4	96.4	99.0	86.9	95.3	97.8	96.1	96.7	96.4	96.9	95.8	95.3
	(1.0)	(1.6)	(1.2)	(7.8)	(1.5)	(1.1)	(2.1)	(1.6)	(1.5)	(1.2)	(2.1)	(2.9)
Job-related practices (e.g., using sick leave)	88.2	80.0	90.7	89.7	88.1	88.2	81.5	90.7	90.3	87.1	91.0	88.3
	(1.7)	(3.3)	(3.3)	(7.0)	(2.3)	(2.5)	(4.3)	(2.6)	(2.4)	(2.3)	(3.1)	(4.3)
Work skills (e.g., counting change, completing forms)	87.9	85.6	86.7	90.5	87.8	87.9	84.4	91.1	87.2	88.5	88.5	83.6
	(1.7)	(2.9)	(3.8)	(6.7)	(2.3)	(2.6)	(4.0)	(2.6)	(2.7)	(2.2)	(3.4)	(5.0)
Use of transportation	77.2	79.4	81.7	38.0	76.1	78.5	70.4	81.4	78.0	77.0	80.2	72.9
	(2.2)	(3.4)	(4.4)	(11.2)	(3.0)	(3.2)	(5.1)	(3.5)	(3.3)	(2.8)	(4.3)	(6.0)
Number of respondents	1118	331	251	39	596	521	271	400	447	711	236	164

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21B: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Of students in schools providing work adjustment training, percentage in schools with training in:				
Production skills	72.6	66.0	67.2	72.9
	(3.3)	(3.5)	(3.0)	(3.8)
Relationships with coworkers/ supervisors	98.0	97.8	98.5	97.3
	(1.0)	(1.1)	(0.8)	(1.4)
Attendance/punctuality	98.0	100	99.6	98.0
	(1.0)	(0.0)	(0.4)	(1.2)
Appropriate dress/grooming	95.2	98.3	98.5	94.1
	(1.6)	(1.0)	(0.8)	(2.0)
Job-related practices (e.g., using sick leave)	85.6	92.0	91.2	84.8
	(2.6)	(2.0)	(1.8)	(3.1)
Work skills (e.g., counting change, completing forms)	86.8	89.4	91.3	83.9
	(2.5)	(2.3)	(1.8)	(3.2)
Use of transportation	70.8	87.0	85.8	67.8
	(3.3)	(2.5)	(2.2)	(4.0)
Number of respondents	588	530	676	439

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21C: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing work adjustment training, percentage in schools with training in:									
Production skills	71.0	70.5	69.8	63.5	72.6	75.0	70.4	71.7	70.9
	(4.9)	(4.9)	(4.6)	(4.5)	(3.4)	(6.7)	(4.6)	(4.5)	(4.4)
Relationships with coworkers/ supervisors	98.6	98.0	97.9	99.2	97.7	98.9	98.5	97.1	98.5
	(1.3)	(1.5)	(1.4)	(0.8)	(1.2)	(1.6)	(1.2)	(1.7)	(1.2)
Attendance/punctuality	99.4	99.4	97.8	99.7	98.8	100	99.3	98.6	98.9
	(0.9)	(0.8)	(1.5)	(0.5)	(0.9)	(0.0)	(0.8)	(1.2)	(1.0)
Appropriate dress/grooming	98.6	96.5	96.1	99.7	95.7	98.7	96.6	98.4	96.0
	(1.3)	(2.0)	(1.9)	(0.5)	(1.6)	(1.8)	(1.8)	(1.3)	(1.9)
Job-related practices (e.g., using sick leave)	87.4	89.1	86.8	89.3	87.7	89.4	91.9	86.1	85.0
	(3.6)	(3.3)	(3.4)	(2.9)	(2.5)	(4.8)	(2.8)	(3.5)	(3.5)
Work skills (e.g., counting change, completing forms)	88.4	87.4	88.6	87.6	88.1	89.0	92.5	85.6	85.2
	(3.5)	(3.5)	(3.2)	(3.1)	(2.5)	(4.8)	(2.7)	(3.5)	(3.5)
Use of transportation	80.5	73.8	78.0	83.3	76.5	75.3	76.1	77.6	79.3
	(4.3)	(4.7)	(4.1)	(3.5)	(3.3)	(6.7)	(4.3)	(4.2)	(4.0)
Number of respondents	224	286	358	240	594	92	292	321	322

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22A: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided work exploration/experience to secondary special ed. students	81.5	78.7	77.7	67.2	81.9	81.0	73.5	84.3	84.6	80.7	78.6	87.8
	(2.0)	(3.3)	(4.4)	(10.1)	(2.7)	(3.0)	(4.6)	(3.2)	(2.8)	(2.6)	(4.3)	(4.3)
Number of respondents	1203	359	290	45	642	560	312	421	470	772	253	171
Of students in schools providing work exploration/experience, percentage in schools that provided it:												
Routinely to all students	35.1	68.6	51.7	42.5	35.1	35.1	38.2	37.0	31.5	35.6	30.7	38.3
	(2.6)	(4.1)	(6.2)	(13.3)	(3.6)	(3.9)	(6.0)	(4.4)	(3.8)	(3.4)	(5.4)	(6.8)
Routinely only to special education students	44.5	13.3	34.3	31.9	46.8	41.7	46.0	43.1	44.8	45.8	44.1	38.9
	(2.7)	(3.0)	(5.9)	(12.5)	(3.8)	(4.0)	(6.2)	(4.5)	(4.1)	(3.5)	(5.8)	(6.8)
Routinely only to those with some disabilities	10.7	8.8	2.7	7.7	8.5	13.4	7.0	11.4	12.3	10.3	12.9	10.4
	(1.7)	(2.5)	(2.0)	(7.1)	(2.1)	(2.8)	(3.2)	(2.9)	(2.7)	(2.1)	(3.9)	(4.3)
Occasionally to special education students	9.2	8.4	11.0	16.1	9.2	9.2	8.8	8.5	10.1	8.0	11.7	11.3
	(1.6)	(2.4)	(3.9)	(9.8)	(2.2)	(2.4)	(3.5)	(2.5)	(2.5)	(1.9)	(3.7)	(4.4)
Rarely or never to special education students	0.5	0.9	0.3	1.8	0.3	0.7	0.0	0.0	1.2	0.3	0.6	1.2
	(0.4)	(0.8)	(0.6)	(3.6)	(0.4)	(0.7)	(0.0)	(0.0)	(0.9)	(0.4)	(0.9)	(1.5)
Number of respondents	1008	282	215	29	539	468	227	367	414	637	209	155
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*												
Grades 7 or 8	1.3	1.8	4.8	0.0	1.8	0.8	3.4	0.5	0.6	1.6	0.6	1.5
	(0.8)	(2.0)	(3.8)	(0.0)	(1.2)	(0.9)	(2.7)	(0.9)	(0.8)	(1.1)	(1.1)	(2.1)
Grades 9 or 10	48.5	47.6	56.2	42.8	47.6	49.5	42.6	52.9	48.8	49.2	44.4	53.5
	(3.3)	(6.2)	(7.8)	(14.9)	(4.4)	(4.9)	(7.0)	(5.7)	(4.9)	(4.2)	(6.8)	(8.4)
Grades 11 or 12	81.3	83.6	85.5	42.8	83.0	79.4	77.7	87.5	78.3	82.1	81.9	76.3
	(2.2)	(3.4)	(4.5)	(12.8)	(2.9)	(3.4)	(5.1)	(3.2)	(3.5)	(2.8)	(4.4)	(6.1)
Ungraded classes	42.0	53.0	52.5	38.9	39.2	45.2	51.7	35.9	40.3	42.5	39.6	39.5
	(3.5)	(7.4)	(9.1)	(14.6)	(4.5)	(5.4)	(7.5)	(5.9)	(5.1)	(4.4)	(7.2)	(8.6)
Number of respondents	628	105	96	23	353	274	150	210	268	400	127	97

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22B: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Percentage in schools that provided work exploration/experience to secondary special ed. students	75.0	92.6	87.2	75.9
	(3.0)	(1.9)	(2.1)	(3.5)
Number of respondents	662	541	704	496
Of students in schools providing work exploration/experience, percentage in schools that provided it:				
Routinely to all students	60.3	0.0	18.9	52.9
	(3.9)	(0.0)	(2.4)	(4.7)
Routinely only to special education students	22.5	75.1	61.8	25.2
	(3.3)	(3.0)	(3.0)	(4.1)
Routinely only to those with some disabilities	5.6	17.9	12.7	8.5
	(1.8)	(2.7)	(2.0)	(2.6)
Occasionally to special education students	11.0	6.8	5.9	13.0
	(2.5)	(1.8)	(1.4)	(3.2)
Rarely or never to special education students	0.6	0.3	0.6	0.4
	(0.6)	(0.4)	(0.5)	(0.6)
Number of respondents	494	514	629	376
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*				
Grades 7 or 8	0.9	1.6	1.6	1.0
	(1.2)	(1.0)	(1.0)	(1.3)
Grades 9 or 10	48.1	48.9	53.6	41.8
	(5.4)	(4.1)	(3.7)	(6.0)
Grades 11 or 12	74.3	90.3	88.5	73.0
	(3.6)	(2.3)	(2.1)	(4.2)
Ungraded classes	43.7	40.7	37.5	48.3
	(6.2)	(4.1)	(3.8)	(6.7)
Number of respondents	202	426	444	182

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22C: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work exploration/experience to secondary special ed. students	86.4	81.3	77.3	79.9	81.2	88.1	82.3	80.0	81.9
	(3.6)	(4.0)	(4.0)	(3.6)	(2.9)	(4.8)	(3.7)	(3.8)	(3.6)
Number of respondents	240	307	395	258	644	101	315	350	348
Of students in schools providing work exploration/experience, percentage in schools that provided it:									
Routinely to all students	33.6	30.8	44.5	26.9	36.1	49.0	32.6	37.8	36.1
	(5.0)	(5.4)	(5.0)	(4.2)	(3.9)	(8.3)	(5.1)	(4.9)	(4.9)
Routinely only to special education students	37.1	49.1	43.8	46.6	43.5	33.9	40.9	42.6	47.2
	(5.1)	(5.8)	(5.0)	(4.7)	(4.0)	(7.9)	(5.4)	(5.0)	(5.1)
Routinely only to those with some disabilities	19.7	7.6	3.6	22.5	8.5	6.0	16.6	9.3	5.8
	(4.2)	(3.1)	(1.9)	(4.0)	(2.2)	(3.9)	(4.1)	(2.9)	(2.4)
Occasionally to special education students	8.7	12.2	8.1	3.0	11.9	9.8	9.3	10.3	10.5
	(3.0)	(3.8)	(2.7)	(1.6)	(2.6)	(4.9)	(3.2)	(3.1)	(3.1)
Rarely or never to special education students	0.9	0.2	0.0	0.9	0.0	1.3	0.6	0.0	0.4
	(1.0)	(0.5)	(0.0)	(0.9)	(0.0)	(1.9)	(0.8)	(0.0)	(0.7)
Number of respondents	213	253	320	220	528	88	266	291	286
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*									
Grades 7 or 8	1.1	0.7	0.6	0.3	0.5	5.6	1.4	0.7	0.7
	(1.5)	(1.2)	(1.0)	(0.7)	(0.7)	(4.8)	(1.6)	(1.1)	(1.1)
Grades 9 or 10	43.4	52.5	41.5	47.0	46.0	48.7	48.6	42.1	48.7
	(6.6)	(6.7)	(6.3)	(5.8)	(4.9)	(9.8)	(6.4)	(6.2)	(6.2)
Grades 11 or 12	86.2	81.3	80.3	86.1	80.3	85.8	85.0	78.9	83.2
	(3.9)	(4.6)	(4.2)	(3.4)	(3.4)	(5.5)	(3.9)	(4.4)	(3.9)
Ungraded classes	48.1	42.8	39.9	41.7	46.3	25.6	43.6	42.1	47.3
	(6.9)	(7.1)	(6.8)	(6.0)	(5.2)	(9.4)	(6.7)	(6.6)	(6.6)
Number of respondents	136	158	185	139	331	47	165	179	178

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23A: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided job skills training to secondary special education students	79.1	70.9	72.9	75.0	79.3	78.9	71.6	81.2	82.4	78.6	79.3	80.4
	(2.1)	(3.6)	(4.7)	(9.3)	(2.8)	(3.1)	(4.7)	(3.4)	(3.0)	(2.7)	(4.2)	(5.2)
Number of respondents	1204	360	290	45	642	561	313	421	470	773	253	171
Of students in schools providing job skills training, percentage in schools that provided it:												
Routinely to all students	48.2	86.9	75.4	73.7	48.4	48.0	47.2	53.9	43.9	48.5	48.3	47.1
	(2.8)	(3.2)	(5.5)	(10.8)	(3.8)	(4.2)	(6.3)	(4.6)	(4.2)	(3.6)	(5.8)	(7.2)
Routinely only to special education students	38.7	6.7	10.1	9.5	41.7	35.0	36.8	34.1	43.5	37.0	40.5	41.5
	(2.7)	(2.4)	(3.9)	(7.2)	(3.8)	(4.0)	(6.0)	(4.4)	(4.2)	(3.4)	(5.7)	(7.2)
Routinely only to those with some disabilities	5.9	3.4	3.9	6.9	3.1	9.1	6.9	6.2	5.0	6.8	3.4	5.7
	(1.3)	(1.7)	(2.5)	(6.2)	(1.3)	(2.4)	(3.2)	(2.3)	(1.8)	(1.8)	(2.1)	(3.4)
Occasionally to special education students	7.2	3.0	10.3	9.9	6.7	7.9	9.0	5.7	7.4	7.5	7.8	5.8
	(1.5)	(1.6)	(3.9)	(7.3)	(1.9)	(2.2)	(3.6)	(2.2)	(2.2)	(1.9)	(3.1)	(3.4)
Rarely or never to special education students	0.1	0.0	0.3	0.0	0.1	0.0	0.0	0.0	0.2	0.1	0.0	0.0
	(0.1)	(0.0)	(0.7)	(0.0)	(0.3)	(0.0)	(0.0)	(0.0)	(0.3)	(0.2)	(0.0)	(0.0)
Number of respondents	979	253	206	34	522	456	222	352	405	618	209	146
Of students in schools providing job skills training, percentage in schools providing it in:*												
Grades 9 or 10	55.7	63.0	50.2	52.3	55.3	56.1	48.3	64.9	52.9	56.7	49.4	57.9
	(3.2)	(5.8)	(7.8)	(13.8)	(4.3)	(4.7)	(6.8)	(5.3)	(4.7)	(4.1)	(6.5)	(7.9)
Grades 11 or 12	86.4	81.2	92.2	74.1	88.5	84.1	81.5	89.9	86.5	86.9	84.3	86.7
	(1.9)	(3.6)	(3.4)	(10.2)	(2.4)	(3.0)	(4.7)	(2.9)	(2.8)	(2.4)	(4.1)	(4.8)
Ungraded classes	26.7	44.4	36.0	24.8	26.4	27.0	36.6	23.6	22.9	26.6	18.6	32.4
	(3.0)	(7.4)	(8.6)	(13.0)	(4.0)	(4.7)	(7.1)	(5.1)	(4.2)	(3.9)	(5.6)	(7.8)
Number of respondents	661	105	99	23	372	288	154	221	286	420	130	107

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23B: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Percentage in schools that provided job skills training to secondary special education students	72.2	91.0	81.7	76.6
	(3.1)	(2.1)	(2.4)	(3.4)
Number of respondents	663	541	705	496
Of students in schools providing job skills training, percentage in schools that provided it:				
Routinely to all students	83.6	0.0	22.7	74.6
	(3.1)	(0.0)	(2.6)	(4.1)
Routinely only to special education students	7.7	80.6	63.1	13.3
	(2.2)	(2.8)	(3.0)	(3.2)
Routinely only to those with some disabilities	3.4	9.2	7.1	4.6
	(1.5)	(2.0)	(1.6)	(2.0)
Occasionally to special education students	5.1	10.1	7.0	7.5
	(1.8)	(2.1)	(1.6)	(2.5)
Rarely or never to special education students	0.1	0.0	0.0	0.1
	(0.3)	(0.0)	(0.0)	(0.3)
Number of respondents	469	510	597	380
Of students in schools providing job skills training, percentage in schools providing it in:*				
Grades 9 or 10	59.3	52.3	56.5	54.8
	(5.1)	(3.9)	(3.6)	(5.8)
Grades 11 or 12	83.5	90.2	88.9	83.8
	(3.0)	(2.2)	(2.1)	(3.4)
Ungraded classes	38.0	18.5	20.6	35.5
	(6.0)	(3.1)	(3.1)	(6.4)
Number of respondents	205	456	475	184

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23C: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job skills training to secondary special education students	85.5	76.4	74.1	79.7	78.1	78.2	79.4	79.4	75.5
	(3.7)	(4.4)	(4.1)	(3.6)	(3.1)	(6.1)	(3.9)	(3.9)	(4.0)
Number of respondents	240	307	396	258	645	101	315	350	349
Of students in schools providing job skills training, percentage in schools that provided it:									
Routinely to all students	40.8	52.8	54.3	30.0	55.9	57.0	46.4	56.9	45.5
	(5.5)	(5.8)	(5.0)	(4.4)	(4.1)	(8.9)	(5.4)	(5.3)	(5.0)
Routinely only to special education students	39.3	37.2	34.3	54.1	31.4	37.4	40.5	32.7	37.1
	(5.5)	(5.6)	(4.8)	(4.7)	(3.8)	(8.7)	(5.3)	(5.0)	(4.9)
Routinely only to those with some disabilities	9.8	4.9	4.0	11.0	5.1	2.1	9.9	4.1	4.7
	(3.3)	(2.5)	(2.0)	(3.0)	(1.8)	(2.6)	(3.3)	(2.1)	(2.1)
Occasionally to special education students	10.2	4.8	7.5	4.6	7.7	3.5	3.0	6.3	12.8
	(3.4)	(2.5)	(2.7)	(2.0)	(2.2)	(3.3)	(1.8)	(2.6)	(3.4)
Rarely or never to special education students	0.0	0.2	0.0	0.3	0.0	0.0	0.2	0.0	0.0
	(0.0)	(0.5)	(0.0)	(0.5)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)
Number of respondents	203	248	314	216	520	79	261	278	282
Of students in schools providing job skills training, percentage in schools providing it in:*									
Grades 9 or 10	59.8	49.9	49.0	68.8	49.8	50.8	58.4	56.1	44.6
	(6.3)	(6.5)	(6.2)	(5.4)	(4.7)	(9.2)	(6.0)	(6.0)	(6.0)
Grades 11 or 12	88.3	81.4	86.4	86.7	85.2	83.8	84.7	86.7	83.5
	(3.6)	(4.4)	(3.6)	(3.3)	(2.9)	(6.1)	(3.8)	(3.6)	(3.8)
Ungraded classes	31.2	18.4	29.9	33.3	22.1	40.7	30.4	22.6	27.9
	(6.3)	(5.4)	(6.2)	(5.7)	(4.1)	(10.6)	(6.0)	(5.4)	(5.8)
Number of respondents	142	171	192	142	355	47	176	192	182

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided job development/placement services to secondary special ed. students	72.8	77.5	80.8	80.8	72.3	73.3	64.2	78.2	74.0	71.9	76.9	69.6
	(2.3)	(3.3)	(4.1)	(8.5)	(3.1)	(3.3)	(5.0)	(3.6)	(3.4)	(2.9)	(4.4)	(6.1)
Number of respondents	1204	360	290	45	642	561	313	421	470	773	253	171
Of students in schools providing job development/placement services, percentage in schools that provided it:												
Routinely to all students	37.2	63.5	53.4	27.7	35.9	38.8	31.6	39.8	38.1	34.9	38.9	45.2
	(2.9)	(4.0)	(5.9)	(10.8)	(4.0)	(4.3)	(6.2)	(5.0)	(4.4)	(3.7)	(5.9)	(7.8)
Routinely only to special education students	41.2	25.3	31.3	29.3	41.5	40.8	48.7	36.5	41.1	42.1	41.8	34.3
	(3.0)	(3.6)	(5.5)	(11.0)	(4.1)	(4.3)	(6.6)	(4.9)	(4.4)	(3.9)	(5.9)	(7.4)
Routinely only to those with some disabilities	7.8	5.2	6.8	4.7	5.9	9.9	6.1	9.3	7.4	8.8	5.6	7.0
	(1.6)	(1.8)	(3.0)	(5.1)	(2.0)	(2.6)	(3.2)	(3.0)	(2.3)	(2.2)	(2.8)	(4.0)
Occasionally to special education students	12.8	4.5	8.0	35.2	15.0	10.1	13.1	12.6	12.6	12.9	13.4	12.1
	(2.0)	(1.7)	(3.2)	(11.6)	(3.0)	(2.7)	(4.5)	(3.4)	(3.0)	(2.6)	(4.1)	(5.1)
Rarely or never to special education students	1.1	1.6	0.6	3.1	1.7	0.3	0.4	1.8	0.8	1.3	0.3	1.4
	(0.6)	(1.0)	(0.9)	(4.2)	(1.1)	(0.5)	(0.8)	(1.3)	(0.8)	(0.9)	(0.6)	(1.9)
Number of respondents	842	288	221	35	445	396	192	307	343	529	191	115
Of students in schools providing job development/placement services, percentage in schools providing it in:*												
Grade 10	30.7	55.7	54.1	35.3	26.1	36.0	33.1	34.9	26.1	31.8	31.2	27.6
	(2.9)	(6.0)	(7.7)	(13.5)	(3.6)	(4.5)	(6.4)	(5.1)	(4.0)	(3.7)	(5.9)	(6.8)
Grade 11	58.7	77.2	84.8	45.4	57.4	60.3	58.2	65.6	53.2	59.5	59.9	52.3
	(2.8)	(4.1)	(4.3)	(12.5)	(3.7)	(4.1)	(6.1)	(4.5)	(4.1)	(3.6)	(5.5)	(6.9)
Grade 12	73.5	83.9	87.6	70.3	73.7	73.2	70.1	76.9	72.5	72.4	78.1	70.1
	(2.4)	(3.3)	(3.9)	(10.5)	(3.2)	(3.5)	(5.5)	(3.9)	(3.6)	(3.1)	(4.5)	(6.2)
Ungraded classes	38.3	52.7	46.2	55.7	37.9	38.7	37.4	35.8	40.8	38.2	40.0	33.8
	(3.3)	(7.4)	(9.1)	(14.9)	(4.4)	(5.1)	(7.2)	(5.8)	(4.9)	(4.3)	(7.1)	(7.9)
Number of respondents	659	105	97	23	370	288	153	221	285	419	129	107

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24B: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

Service Characteristics	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Percentage in schools that provided job development/placement services to secondary special ed. students	78.7 (2.8)	62.6 (3.6)	68.2 (2.9)	77.3 (3.4)
Number of respondents	663	541	705	496
Of students in schools providing job development/placement services, percentage in schools that provided it:				
Routinely to all students	54.7 (3.9)	0.0 (0.0)	25.8 (3.1)	46.9 (4.7)
Routinely only to special education students	26.1 (3.4)	73.2 (4.0)	53.8 (3.6)	30.5 (4.3)
Routinely only to those with some disabilities	5.1 (1.7)	13.4 (3.1)	9.0 (2.1)	6.7 (2.4)
Occasionally to special education students	12.5 (2.6)	13.4 (3.1)	10.8 (2.2)	14.5 (3.3)
Rarely or never to special education students	1.6 (1.0)	0.0 (0.0)	0.6 (0.6)	1.5 (1.1)
Number of respondents	513	329	468	372
Of students in schools providing job development/placement services, percentage in schools providing it in:*				
Grade 10	48.2 (5.2)	16.4 (2.8)	20.7 (2.9)	44.6 (5.5)
Grade 11	72.3 (3.7)	41.4 (3.7)	51.4 (3.3)	67.6 (4.5)
Grade 12	82.1 (3.0)	61.5 (3.6)	68.3 (3.0)	79.3 (3.7)
Ungraded classes	48.0 (6.2)	31.6 (3.7)	30.5 (3.5)	50.1 (6.7)
Number of respondents	203	456	475	182

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24C: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job development/placement services to secondary special ed. students	71.4	71.0	73.1	63.4	73.5	85.1	71.3	71.1	74.1
	(4.7)	(4.7)	(4.2)	(4.3)	(3.3)	(5.2)	(4.4)	(4.4)	(4.1)
Number of respondents	240	307	396	258	645	101	315	350	349
Of students in schools providing job development/placement services, percentage in schools that provided it:									
Routinely to all students	41.0	32.6	41.6	39.2	38.5	35.0	34.9	40.6	38.4
	(6.1)	(6.0)	(5.1)	(5.4)	(4.2)	(8.1)	(5.7)	(5.3)	(5.5)
Routinely only to special education students	37.9	50.9	36.3	40.2	39.3	60.0	47.3	39.5	38.2
	(6.0)	(6.4)	(4.9)	(5.4)	(4.2)	(8.3)	(6.0)	(5.3)	(5.5)
Routinely only to those with some disabilities	14.6	6.6	2.9	15.4	7.3	1.9	12.9	8.2	4.0
	(4.3)	(3.2)	(1.7)	(4.0)	(2.2)	(2.3)	(4.0)	(3.0)	(2.2)
Occasionally to special education students	6.1	9.4	18.3	4.7	14.0	3.1	4.8	10.8	18.7
	(2.9)	(3.7)	(4.0)	(2.4)	(3.0)	(2.9)	(2.5)	(3.3)	(4.4)
Rarely or never to special education students	0.5	0.6	1.0	0.4	0.9	0.0	0.2	1.0	0.7
	(0.8)	(1.0)	(1.0)	(0.7)	(0.8)	(0.0)	(0.6)	(1.0)	(1.0)
Number of respondents	166	205	289	167	453	86	221	252	239
Of students in schools providing job development/placement services, percentage in schools providing it in:*									
Grade 10	29.0	39.0	32.5	30.1	30.3	54.5	38.4	27.4	32.9
	(5.6)	(6.1)	(5.6)	(4.9)	(4.2)	(9.4)	(5.7)	(5.3)	(5.5)
Grade 11	53.8	60.2	70.3	49.3	60.7	84.5	61.8	56.4	66.5
	(5.7)	(5.6)	(4.8)	(4.9)	(4.0)	(5.8)	(5.1)	(5.3)	(4.9)
Grade 12	68.3	72.7	82.6	64.7	75.4	87.7	73.0	69.9	80.0
	(5.2)	(4.9)	(3.9)	(4.5)	(3.4)	(5.2)	(4.6)	(4.7)	(4.1)
Ungraded classes	43.6	31.4	41.5	42.4	38.7	31.5	35.2	37.1	43.9
	(6.7)	(6.4)	(6.7)	(6.0)	(4.9)	(10.0)	(6.2)	(6.3)	(6.4)
Number of respondents	142	170	191	141	354	47	176	190	182

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools providing job development/placement services, percentage in schools that typically:												
Referred students to potential employers	94.9	95.0	93.4	88.9	93.4	96.6	97.4	92.6	95.5	93.8	97.2	95.7
	(1.3)	(2.0)	(3.0)	(7.8)	(2.0)	(1.6)	(2.1)	(2.7)	(1.9)	(1.9)	(2.0)	(3.3)
Transported students to/from interviews	80.3	72.5	70.6	77.7	78.8	82.0	82.1	78.5	80.8	79.5	83.9	77.1
	(2.4)	(4.0)	(5.4)	(10.3)	(3.4)	(3.5)	(5.1)	(4.2)	(3.6)	(3.2)	(4.4)	(6.7)
Trained in interviewing skills	90.6	91.8	90.0	78.0	89.4	92.0	90.9	94.2	87.2	92.8	87.9	84.6
	(1.8)	(2.5)	(3.6)	(10.2)	(2.5)	(2.4)	(3.8)	(2.4)	(3.0)	(2.0)	(3.9)	(5.8)
Reviewed interview experiences	84.4	86.4	79.2	73.3	80.1	89.5	85.7	82.9	85.1	84.8	83.9	83.1
	(2.2)	(3.1)	(4.8)	(10.9)	(3.3)	(2.8)	(4.6)	(3.9)	(3.2)	(2.8)	(4.4)	(6.0)
Helped prepare resumes	80.4	75.1	75.9	70.0	79.6	81.3	79.8	79.3	81.7	82.3	78.7	73.6
	(2.4)	(3.9)	(5.1)	(11.3)	(3.3)	(3.5)	(5.3)	(4.1)	(3.5)	(3.0)	(4.9)	(7.1)
Worked with employers on job modifications	71.7	74.4	66.8	53.4	68.5	75.3	73.0	68.9	73.4	72.2	69.9	71.1
	(2.7)	(3.9)	(5.6)	(12.3)	(3.8)	(3.9)	(5.9)	(4.7)	(4.0)	(3.5)	(5.5)	(7.3)
Number of respondents	843	286	225	34	447	395	192	308	343	529	191	116
Of students in schools providing job development/placement services, average number of special education students who:												
Received job placement services	27	36	27	15	26	28	29	27	26	27	27	27
	(1.7)	(3.8)	(3.6)	(2.9)	(2.3)	(2.6)	(3.6)	(2.8)	(2.8)	(2.0)	(4.3)	(4.8)
Were placed in jobs	15	20	15	9	15	15	17	14	15	15	15	16
	(0.9)	(2.1)	(1.1)	(1.7)	(1.3)	(1.2)	(1.9)	(1.1)	(1.6)	(1.0)	(2.6)	(1.8)
Number of respondents	783	255	200	30	425	357	178	287	316	497	171	108
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	63.7	60.2	72.2	63.3	62.0	65.7	64.3	61.3	65.3	62.8	62.3	70.5
	(1.7)	(2.7)	(3.3)	(7.0)	(2.2)	(2.6)	(3.8)	(2.8)	(2.6)	(2.2)	(3.4)	(4.4)
Number of respondents	768	252	198	28	419	348	173	282	313	485	171	106

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24B: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Of students in schools providing job development/placement services, percentage in schools that typically:				
Referred students to potential employers	92.8	99.5	97.4	92.7
	(2.0)	(0.7)	(1.2)	(2.4)
Transported students to/from interviews	71.5	99.2	88.8	73.0
	(3.5)	(0.8)	(2.4)	(4.1)
Trained in interviewing skills	87.6	97.0	97.0	85.0
	(2.6)	(1.6)	(1.3)	(3.3)
Reviewed interview experiences	80.5	92.9	91.3	78.5
	(3.1)	(2.4)	(2.2)	(3.8)
Helped prepare resumes	74.2	93.9	85.5	76.0
	(3.4)	(2.3)	(2.7)	(4.0)
Worked with employers on job modifications	65.2	85.6	82.2	62.6
	(3.7)	(3.3)	(2.9)	(4.5)
Number of respondents	517	326	468	373
Of students in schools providing job development/placement services, average number of special education students who:				
Received job placement services	28	25	28	26
	(2.5)	(2.0)	(2.0)	(2.9)
Were placed in jobs	16	14	15	15
	(1.3)	(0.8)	(0.8)	(1.6)
Number of respondents	462	318	443	339
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	64.8	61.6	62.5	64.7
	(2.3)	(2.5)	(2.1)	(2.6)
Number of respondents	451	317	439	328

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24C: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing job development/placement services, percentage in schools that typically:									
Referred students to potential employers	96.7 (2.3)	93.6 (3.1)	94.1 (2.6)	93.3 (2.8)	94.3 (2.0)	100 (0.0)	97.2 (1.9)	93.6 (2.8)	93.5 (2.8)
Transported students to/from interviews	84.6 (4.6)	76.1 (5.4)	75.9 (4.7)	80.0 (4.5)	79.1 (3.6)	81.9 (6.2)	80.9 (4.6)	78.3 (4.6)	77.3 (4.7)
Trained in interviewing skills	95.5 (2.6)	87.2 (4.2)	88.5 (3.5)	89.2 (3.5)	90.0 (2.6)	97.5 (2.5)	91.6 (3.3)	90.4 (3.3)	89.5 (3.5)
Reviewed interview experiences	91.7 (3.5)	85.1 (4.5)	78.7 (4.5)	82.3 (4.3)	84.4 (3.2)	95.4 (3.4)	86.1 (4.1)	85.6 (4.0)	82.0 (4.3)
Helped prepare resumes	81.8 (4.9)	83.0 (4.8)	77.8 (4.5)	78.9 (4.6)	81.1 (3.4)	82.8 (6.1)	80.9 (4.6)	81.7 (4.4)	78.5 (4.6)
Worked with employers on job modifications	74.7 (5.5)	74.7 (5.5)	66.7 (5.1)	79.1 (4.6)	72.1 (4.0)	68.1 (7.5)	79.8 (4.7)	68.1 (5.3)	70.2 (5.2)
Number of respondents	163	204	295	165	456	85	219	254	241
Of students in schools providing job development/placement services, average number of special education students who:									
Received job placement services	29 (3.4)	24 (2.8)	27 (3.8)	30 (4.2)	24 (2.1)	39 (5.9)	28 (2.9)	26 (3.0)	26 (3.9)
Were placed in jobs	16 (1.4)	14 (1.3)	16 (2.4)	18 (2.6)	14 (1.0)	20 (2.2)	16 (1.2)	14 (1.2)	16 (2.5)
Number of respondents	155	193	267	151	427	81	213	231	221
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	63.4 (3.8)	65.9 (3.2)	64.9 (3.1)	67.6 (3.4)	64.4 (2.4)	58.7 (4.4)	64.4 (3.0)	62.3 (3.2)	66.2 (3.4)
Number of respondents	153	189	261	148	418	81	211	226	217

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25A: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided postemployment services to secondary special ed. students	52.3	61.6	55.4	44.8	52.2	52.5	45.1	57.3	52.9	52.0	52.6	53.7
	(2.5)	(3.9)	(5.2)	(10.8)	(3.4)	(3.8)	(5.2)	(4.3)	(3.9)	(3.2)	(5.2)	(6.6)
Number of respondents	1197	360	288	44	639	557	311	420	466	770	252	168
Of the students in schools providing postemployment services, percentage in schools providing it in:*												
Grade 10	24.2	37.3	25.6	23.7	20.0	29.0	25.0	32.0	17.5	26.8	19.9	19.6
	(2.8)	(6.4)	(7.3)	(14.0)	(3.5)	(4.5)	(6.2)	(5.3)	(3.7)	(3.7)	(5.4)	(6.4)
Grade 11	46.1	62.1	51.8	30.4	44.5	48.1	43.0	52.6	42.8	45.9	48.8	44.1
	(3.1)	(5.6)	(7.2)	(14.1)	(4.1)	(4.7)	(6.7)	(5.4)	(4.5)	(4.0)	(6.3)	(7.7)
Grade 12	56.2	77.6	70.1	34.3	55.5	57.1	54.1	63.6	51.4	57.2	56.2	53.1
	(2.9)	(4.2)	(6.3)	(14.0)	(4.0)	(4.4)	(6.4)	(4.9)	(4.4)	(3.8)	(5.9)	(7.5)
Ungraded classes	28.9	36.4	26.0	25.8	28.5	29.4	35.8	27.3	25.5	30.0	31.2	21.9
	(3.2)	(7.5)	(7.9)	(14.5)	(4.2)	(5.0)	(7.3)	(5.6)	(4.5)	(4.2)	(6.9)	(7.4)
Number of respondents	613	96	98	19	347	265	146	206	261	391	124	94
Of the students in schools providing postemployment services, percentage in schools that typically:												
Contacted only students after employment	4.4	8.3	4.6	0.0	5.7	2.9	7.6	2.8	3.9	4.9	4.7	2.1
	(1.5)	(2.9)	(3.1)	(0.0)	(2.3)	(1.7)	(4.3)	(2.0)	(2.0)	(2.0)	(2.8)	(2.7)
Contacted only employers after employment	0.8	2.2	0.2	0.0	0.6	1.0	0.0	1.1	1.0	0.8	1.2	0.0
	(0.6)	(1.5)	(0.7)	(0.0)	(0.8)	(1.0)	(0.0)	(1.2)	(1.0)	(0.9)	(1.4)	(0.0)
Contacted both students and employers after employment	94.9	89.5	95.1	100	93.7	96.1	92.4	96.1	95.1	94.3	94.0	97.9
	(1.6)	(3.2)	(3.2)	(0.0)	(2.4)	(2.0)	(4.3)	(2.4)	(2.3)	(2.2)	(3.1)	(2.7)
Number of respondents	571	202	141	18	303	268	131	212	228	359	129	78
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	10.0	10.4	10.6	---	9.5	10.5	11.1	10.9	8.5	11.0	8.6	7.3
	(0.9)	(1.9)	(1.5)		(1.2)	(1.3)	(1.7)	(2.0)	(0.9)	(1.3)	(1.2)	(1.0)
Number of respondents	447	137	122	10	244	203	105	164	178	279	105	60

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25B: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Percentage in schools that provided postemployment services to secondary special ed. students	56.8	44.4	52.2	52.4
	(3.4)	(3.7)	(3.1)	(4.0)
Number of respondents	660	537	699	495
Of the students in schools providing postemployment services, percentage in schools providing it in:*				
Grade 10	31.4	18.3	22.3	27.0
	(5.3)	(3.0)	(3.1)	(5.4)
Grade 11	53.4	38.8	45.7	46.8
	(5.0)	(3.8)	(3.6)	(5.5)
Grade 12	69.3	41.0	53.3	59.8
	(4.1)	(3.8)	(3.4)	(5.0)
Ungraded classes	31.1	27.3	30.5	26.4
	(5.9)	(3.7)	(3.6)	(6.0)
Number of respondents	192	421	436	175
Of the students in schools providing postemployment services, percentage in schools that typically:				
Contacted only students after employment	5.6	1.1	3.2	5.4
	(2.2)	(0.9)	(1.4)	(2.6)
Contacted only employers after employment	1.1	0.0	0.0	1.5
	(1.0)	(0.0)	(0.0)	(1.4)
Contacted both students and employers after employment	93.3	98.9	96.8	93.2
	(2.4)	(0.9)	(1.4)	(2.9)
Number of respondents	344	227	323	246
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	11.3	7.4	8.7	11.2
	(1.4)	(0.6)	(0.7)	(1.8)
Number of respondents	257	190	261	185

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25C: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided postemployment services to secondary special ed. students	53.9	55.8	48.8	52.6	52.8	70.6	58.5	49.4	53.0
	(5.2)	(5.2)	(4.7)	(4.5)	(3.7)	(6.7)	(4.8)	(4.8)	(4.7)
Number of respondents	240	304	393	258	639	101	313	347	348
Of the students in schools providing postemployment services, percentage in schools providing it in:*									
Grade 10	22.6	32.6	21.0	31.3	23.3	23.4	29.8	22.6	22.5
	(5.4)	(6.3)	(5.3)	(5.1)	(4.2)	(8.6)	(5.6)	(5.3)	(5.2)
Grade 11	43.4	51.3	48.8	47.2	45.4	74.4	52.2	45.3	46.3
	(6.2)	(6.4)	(6.0)	(5.3)	(4.6)	(8.1)	(5.9)	(6.1)	(5.9)
Grade 12	55.3	59.4	58.1	56.3	56.7	81.9	62.3	56.4	56.1
	(5.9)	(5.9)	(5.7)	(4.9)	(4.4)	(6.7)	(5.4)	(5.7)	(5.5)
Ungraded classes	33.9	26.7	29.1	29.9	25.7	70.3	37.8	25.1	29.0
	(6.6)	(6.4)	(6.4)	(5.7)	(4.6)	(9.9)	(6.5)	(5.9)	(6.1)
Number of respondents	133	154	180	137	320	47	165	174	171
Of the students in schools providing postemployment services, percentage in schools that typically:									
Contacted only students after employment	3.4	6.6	2.6	6.1	4.1	3.6	5.2	3.8	3.2
	(2.5)	(3.9)	(1.9)	(2.9)	(2.1)	(3.6)	(3.1)	(2.5)	(2.2)
Contacted only employers after employment	1.2	1.4	0.2	2.6	0.5	0.0	1.1	1.1	0.3
	(1.5)	(1.8)	(0.6)	(1.9)	(0.8)	(0.0)	(1.5)	(1.4)	(0.6)
Contacted both students and employers after employment	95.4	92.0	97.2	91.4	95.4	96.4	93.7	95.0	96.5
	(2.9)	(4.3)	(2.0)	(3.4)	(2.2)	(3.6)	(3.4)	(2.9)	(2.3)
Number of respondents	120	144	185	126	295	70	168	162	161
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	9.3	10.9	10.1	9.4	10.0	10.9	11.0	8.5	9.3
	(2.1)	(2.0)	(1.3)	(2.0)	(1.2)	(2.0)	(2.0)	(1.3)	(1.2)
Number of respondents	97	104	151	106	227	57	139	115	135

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided life skills programs to secondary special education students	95.2	91.9	93.2	93.9	95.0	95.4	92.6	94.5	97.6	94.2	95.4	98.8
	(1.1)	(2.2)	(2.7)	(5.1)	(1.5)	(1.6)	(2.7)	(2.0)	(1.2)	(1.5)	(2.2)	(1.4)
Number of respondents	1201	362	283	46	642	558	314	419	468	772	251	171
Of students in schools providing life skills programs, percentage that provided it:												
Routinely to all students	40.4	55.3	63.6	77.2	42.0	38.6	45.9	42.1	35.5	40.2	38.5	44.4
	(2.6)	(4.2)	(5.3)	(9.3)	(3.5)	(3.8)	(5.5)	(4.4)	(3.8)	(3.3)	(5.3)	(6.7)
Routinely only to special education students	40.4	26.5	14.2	1.6	41.2	39.4	36.1	38.6	44.7	39.8	42.3	39.1
	(2.6)	(3.7)	(3.9)	(2.8)	(3.5)	(3.8)	(5.3)	(4.4)	(3.9)	(3.3)	(5.4)	(6.5)
Routinely only to those with some disabilities	17.3	14.0	21.2	21.3	15.0	20.1	15.6	18.2	17.8	18.4	17.1	14.0
	(2.0)	(2.9)	(4.5)	(9.1)	(2.5)	(3.1)	(4.0)	(3.5)	(3.0)	(2.6)	(4.1)	(4.7)
Occasionally to special education students	1.7	3.8	0.9	0.0	1.5	2.0	2.4	1.1	1.8	1.6	1.6	2.4
	(0.7)	(1.6)	(1.0)	(0.0)	(0.9)	(1.1)	(1.7)	(0.9)	(1.1)	(0.8)	(1.4)	(2.1)
Rarely or never to special education students	0.1	0.4	0.0	0.0	0.2	0.0	0.0	0.0	0.2	0.0	0.5	0.0
	(0.2)	(0.5)	(0.0)	(0.0)	(0.3)	(0.0)	(0.0)	(0.0)	(0.4)	(0.0)	(0.8)	(0.0)
Number of respondents	1135	328	258	41	608	526	283	394	458	720	239	169
Of students in schools providing life skills programs, percentage providing it in:*												
Grades 7 or 8	43.9	21.4	43.6	23.5	46.8	40.4	47.8	33.2	49.0	42.7	51.6	42.2
	(3.2)	(5.6)	(7.9)	(12.2)	(4.2)	(4.8)	(6.5)	(5.4)	(4.7)	(4.0)	(6.8)	(7.6)
Grades 9 or 10	79.8	78.6	90.4	80.8	79.8	79.8	77.7	82.0	79.2	81.4	80.9	73.8
	(2.3)	(4.1)	(3.7)	(9.7)	(3.0)	(3.4)	(5.1)	(3.8)	(3.4)	(2.8)	(4.5)	(6.3)
Grades 11 or 12	83.2	83.0	82.3	81.4	82.9	83.7	77.6	84.6	85.5	83.0	84.3	85.1
	(2.0)	(3.4)	(4.7)	(9.2)	(2.8)	(3.0)	(5.0)	(3.4)	(2.9)	(2.6)	(4.0)	(5.0)
Ungraded classes	71.7	78.5	61.0	99.6	68.8	75.2	77.0	72.8	67.8	75.1	69.2	61.1
	(3.1)	(6.1)	(8.8)	(1.9)	(4.2)	(4.5)	(6.2)	(5.4)	(4.7)	(3.8)	(6.7)	(8.1)
Number of respondents	662	105	99	23	373	288	154	221	287	420	131	107

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Percentage in schools that provided life skills programs to secondary special education students	92.4	100	98.0	92.4
	(1.8)	(0.0)	(0.9)	(2.1)
Number of respondents	659	542	702	496
Of students in schools providing life skills programs, percentage that provided it:				
Routinely to all students	66.1	0.0	19.2	62.3
	(3.5)	(0.0)	(2.3)	(4.2)
Routinely only to special education students	15.4	79.6	61.5	18.6
	(2.7)	(2.8)	(2.9)	(3.4)
Routinely only to those with some disabilities	16.4	18.8	17.7	17.0
	(2.7)	(2.7)	(2.3)	(3.3)
Occasionally to special education students	1.9	1.5	1.6	1.9
	(1.0)	(0.9)	(0.7)	(1.2)
Rarely or never to special education students	0.2	0.0	0.0	0.2
	(0.3)	(0.0)	(0.0)	(0.4)
Number of respondents	593	542	687	445
Of students in schools providing life skills programs, percentage providing it in:*				
Grades 7 or 8	24.6	57.8	55.7	27.6
	(4.9)	(3.7)	(3.6)	(5.3)
Grades 9 or 10	83.9	75.0	80.8	78.5
	(3.1)	(3.2)	(2.6)	(4.1)
Grades 11 or 12	83.2	83.4	87.7	78.3
	(3.0)	(2.7)	(2.1)	(3.8)
Ungraded classes	77.5	67.6	66.2	80.1
	(5.2)	(3.8)	(3.6)	(5.3)
Number of respondents	205	457	475	185

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26C: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided life skills programs to secondary special education students	95.4	92.9	95.8	95.7	95.3	90.2	94.3	95.2	94.5
	(2.2)	(2.7)	(1.9)	(1.8)	(1.6)	(4.4)	(2.3)	(2.0)	(2.2)
Number of respondents	241	304	395	257	644	100	315	350	346
Of students in schools providing life skills programs, percentage that provided it:									
Routinely to all students	31.2	44.5	47.4	32.6	44.5	30.8	40.8	43.3	39.3
	(4.8)	(5.5)	(4.8)	(4.4)	(3.8)	(7.6)	(5.1)	(4.8)	(4.8)
Routinely only to special education students	49.1	35.2	34.4	52.9	34.3	48.7	41.9	35.0	41.4
	(5.2)	(5.3)	(4.6)	(4.7)	(3.6)	(8.3)	(5.1)	(4.6)	(4.8)
Routinely only to those with some disabilities	16.0	19.4	16.7	10.7	20.3	15.2	15.8	19.8	16.8
	(3.8)	(4.4)	(3.6)	(2.9)	(3.1)	(5.9)	(3.8)	(3.9)	(3.7)
Occasionally to special education students	3.2	0.9	1.5	3.8	0.9	4.0	1.1	1.9	2.4
	(1.8)	(1.1)	(1.2)	(1.8)	(0.7)	(3.2)	(1.1)	(1.3)	(1.5)
Rarely or never to special education students	0.4	0.0	0.0	0.0	0.0	1.3	0.3	0.0	0.0
	(0.7)	(0.0)	(0.0)	(0.0)	(0.0)	(1.9)	(0.6)	(0.0)	(0.0)
Number of respondents	230	281	372	248	606	89	297	332	322
Of students in schools providing life skills programs, percentage providing it in:*									
Grades 7 or 8	45.1	45.8	42.3	63.1	37.5	42.2	47.3	43.1	41.5
	(6.1)	(6.5)	(6.2)	(5.1)	(4.6)	(9.9)	(5.9)	(6.0)	(6.0)
Grades 9 or 10	82.1	81.5	76.5	86.8	76.7	89.4	86.5	81.4	71.0
	(4.4)	(4.5)	(4.6)	(3.3)	(3.6)	(5.2)	(3.6)	(4.2)	(4.9)
Grades 11 or 12	85.5	83.4	80.7	83.2	81.8	89.8	85.9	83.1	78.6
	(3.9)	(4.2)	(4.1)	(3.6)	(3.1)	(4.9)	(3.6)	(3.9)	(4.2)
Ungraded classes	76.1	66.0	78.0	58.9	75.7	85.6	74.0	71.8	73.6
	(5.8)	(6.6)	(5.6)	(6.0)	(4.3)	(7.6)	(5.7)	(5.8)	(5.7)
Number of respondents	142	171	193	142	356	47	176	192	183

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Continued)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*												
Self-care skills	48.0	29.1	41.6	45.0	48.8	47.0	53.4	44.5	47.1	52.3	42.0	40.8
	(3.2)	(4.2)	(5.6)	(11.8)	(4.4)	(4.7)	(6.4)	(5.4)	(5.1)	(4.0)	(6.4)	(8.9)
Functional skills (e.g., telling time)	87.4	89.9	82.0	93.3	88.0	86.7	89.7	86.6	86.5	90.5	81.1	82.0
	(2.1)	(2.8)	(4.4)	(5.9)	(2.8)	(3.2)	(3.9)	(3.7)	(3.5)	(2.4)	(5.1)	(6.9)
Home care skills (e.g., cooking)	87.8	84.1	82.3	89.5	86.8	88.8	89.7	88.6	85.5	90.3	89.0	74.7
	(2.1)	(3.4)	(4.3)	(7.2)	(3.0)	(3.0)	(3.9)	(3.5)	(3.6)	(2.4)	(4.1)	(7.8)
Planning/goal setting	98.9	100	96.7	100	99.0	98.9	100	98.5	98.6	100	97.3	96.6
	(0.7)	(0.0)	(2.0)	(0.0)	(0.9)	(1.0)	(0.0)	(1.3)	(1.2)	(0.0)	(2.1)	(3.3)
Social skills (e.g., conflict resolution, self expression)	98.4	99.2	95.8	100	98.2	98.7	99.4	98.0	98.2	99.7	95.9	96.2
	(0.8)	(0.8)	(2.3)	(0.0)	(1.2)	(1.1)	(1.0)	(1.5)	(1.4)	(0.4)	(2.6)	(3.4)
Use of community resources	94.5	97.8	89.1	91.7	92.2	97.1	92.0	97.1	93.8	96.2	92.2	90.1
	(1.5)	(1.3)	(3.5)	(6.5)	(2.3)	(1.6)	(3.5)	(1.8)	(2.4)	(1.5)	(3.5)	(5.4)
Number of respondents	754	272	247	37	398	356	206	274	274	495	160	92
Percentage in schools with life skills programs for the severely impaired that included training in:**												
Self-care skills	68.6	48.2	57.7	70.2	72.2	64.7	65.0	68.7	70.7	69.9	64.4	68.7
	(2.8)	(5.1)	(7.0)	(12.9)	(3.7)	(4.3)	(6.1)	(5.0)	(4.1)	(3.6)	(6.1)	(7.0)
Functional skills (e.g., telling time)	85.2	82.6	68.2	88.0	86.7	83.6	88.7	80.4	86.9	87.8	82.0	78.6
	(2.2)	(3.9)	(6.6)	(9.2)	(2.8)	(3.4)	(4.1)	(4.3)	(3.0)	(2.6)	(4.9)	(6.2)
Home care skills (e.g., cooking)	88.8	77.3	77.6	91.0	89.3	88.2	87.4	85.7	92.1	88.5	88.5	89.9
	(1.9)	(4.3)	(5.9)	(8.1)	(2.5)	(2.9)	(4.2)	(3.8)	(2.4)	(2.5)	(4.0)	(4.5)
Planning/goal setting	99.5	98.2	100	99.4	99.8	99.1	99.1	99.3	99.9	99.2	100	99.7
	(0.4)	(1.4)	(0.0)	(2.1)	(0.4)	(0.8)	(1.2)	(0.9)	(0.3)	(0.7)	(0.0)	(0.9)
Social skills (e.g., conflict resolution, self expression)	99.1	97.9	98.3	99.4	99.3	98.8	98.6	99.0	99.5	99.1	99.0	99.3
	(0.6)	(1.4)	(1.8)	(2.1)	(0.7)	(1.0)	(1.5)	(1.1)	(0.6)	(0.8)	(1.3)	(1.2)
Use of community resources	95.9	96.2	91.6	88.4	94.3	97.6	93.9	96.6	96.5	96.0	99.3	91.2
	(1.2)	(1.9)	(3.9)	(9.0)	(1.9)	(1.4)	(3.1)	(1.9)	(1.6)	(1.5)	(1.1)	(4.3)
Number of respondents	840	224	158	26	450	389	205	278	357	534	169	132

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* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.

** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Continued)

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*				
Self-care skills	35.9 (3.7)	87.5 (3.8)	60.7 (4.1)	39.3 (4.6)
Functional skills (e.g., telling time)	87.0 (2.6)	88.8 (3.6)	85.1 (3.0)	89.0 (3.0)
Home care skills (e.g., cooking)	84.0 (2.8)	100 (0.0)	92.4 (2.2)	84.5 (3.4)
Planning/goal setting	98.6 (0.9)	100 (0.0)	100 (0.0)	98.2 (1.3)
Social skills (e.g., conflict resolution, self expression)	98.0 (1.1)	100 (0.0)	99.8 (0.4)	97.5 (1.5)
Use of community resources	92.8 (2.0)	100 (0.0)	99.6 (0.5)	90.9 (2.7)
Number of respondents	531	223	389	362
Percentage in schools with life skills programs for the severely impaired that included training in:**				
Self-care skills	54.6 (4.5)	85.1 (2.9)	77.8 (2.9)	56.1 (5.4)
Functional skills (e.g., telling time)	77.6 (3.8)	94.2 (1.9)	86.5 (2.4)	83.4 (4.0)
Home care skills (e.g., cooking)	79.3 (3.7)	100 (0.0)	94.8 (1.6)	80.5 (4.3)
Planning/goal setting	99.0 (0.9)	100 (0.0)	100 (0.0)	98.7 (1.2)
Social skills (e.g., conflict resolution, self expression)	98.3 (1.2)	100 (0.0)	99.8 (0.3)	98.0 (1.5)
Use of community resources	92.5 (2.4)	99.9 (0.3)	98.6 (0.8)	92.2 (2.9)
Number of respondents	383	457	562	275

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* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.

** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26C: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*									
Self-care skills	57.1	54.7	41.7	49.3	48.7	50.3	53.2	51.5	42.3
	(6.7)	(6.5)	(5.6)	(6.2)	(4.6)	(8.3)	(6.3)	(5.8)	(5.7)
Functional skills (e.g., telling time)	88.4	85.4	86.6	83.3	86.4	94.1	91.3	86.7	82.0
	(4.3)	(4.6)	(3.9)	(4.6)	(3.1)	(3.9)	(3.6)	(3.9)	(4.5)
Home care skills (e.g., cooking)	92.6	88.1	83.9	89.4	87.4	82.2	90.4	86.4	85.4
	(3.5)	(4.2)	(4.2)	(3.8)	(3.0)	(6.4)	(3.7)	(4.0)	(4.1)
Planning/goal setting	100	96.4	100	96.6	99.1	100	98.2	98.4	100
	(0.0)	(2.4)	(0.0)	(2.2)	(0.8)	(0.0)	(1.7)	(1.5)	(0.0)
Social skills (e.g., conflict resolution, self expression)	100	95.8	99.3	96.0	98.6	100	97.8	97.8	99.5
	(0.0)	(2.6)	(1.0)	(2.4)	(1.1)	(0.0)	(1.9)	(1.7)	(0.8)
Use of community resources	98.8	92.7	93.6	92.9	94.8	96.0	96.2	93.0	95.2
	(1.5)	(3.4)	(2.8)	(3.2)	(2.0)	(3.3)	(2.4)	(3.0)	(2.5)
Number of respondents	144	190	274	137	427	79	188	241	227
Percentage in schools with life skills programs for the severely impaired that included training in:**									
Self-care skills	73.0	68.2	62.9	77.0	66.2	62.5	72.0	69.5	62.2
	(5.4)	(5.8)	(5.5)	(4.5)	(4.2)	(8.8)	(5.3)	(5.3)	(5.4)
Functional skills (e.g., telling time)	88.3	83.5	79.8	88.8	81.8	91.0	87.7	85.8	78.2
	(3.9)	(4.6)	(4.6)	(3.4)	(3.4)	(5.2)	(3.9)	(4.0)	(4.6)
Home care skills (e.g., cooking)	88.2	90.9	80.7	94.5	85.6	84.0	92.8	87.9	80.2
	(3.9)	(3.6)	(4.5)	(2.5)	(3.1)	(6.6)	(3.1)	(3.7)	(4.4)
Planning/goal setting	100	99.1	98.9	100	99.3	100	99.7	99.4	99.0
	(0.0)	(1.2)	(1.2)	(0.0)	(0.7)	(0.0)	(0.6)	(0.9)	(1.1)
Social skills (e.g., conflict resolution, self expression)	99.6	98.3	98.8	99.4	98.8	100	98.9	99.0	98.8
	(0.8)	(1.6)	(1.2)	(0.8)	(0.9)	(0.0)	(1.2)	(1.1)	(1.2)
Use of community resources	99.6	98.7	89.5	100	94.6	98.8	97.9	98.6	91.6
	(0.8)	(1.4)	(3.5)	(0.0)	(2.0)	(2.0)	(1.7)	(1.4)	(3.1)
Number of respondents	176	212	274	180	459	67	213	246	249

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* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.

** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*												
Self-care skills	89.5	80.8	84.6	86.0	86.5	93.1	90.2	89.5	89.0	90.3	90.2	86.3
	(2.6)	(5.7)	(6.6)	(10.6)	(3.9)	(3.2)	(5.1)	(4.5)	(4.0)	(3.2)	(5.3)	(7.5)
Functional skills (e.g., telling time)	89.4	87.4	83.8	79.5	87.9	91.2	84.3	91.2	91.5	88.8	97.6	83.1
	(2.6)	(4.8)	(6.7)	(12.4)	(3.7)	(3.6)	(6.2)	(4.2)	(3.6)	(3.4)	(2.7)	(8.2)
Home care skills (e.g., cooking)	78.8	87.9	81.1	68.4	76.8	81.1	74.6	81.2	79.7	79.9	88.9	63.8
	(3.5)	(4.8)	(7.1)	(14.3)	(4.8)	(4.9)	(7.5)	(5.8)	(5.1)	(4.3)	(5.6)	(10.5)
Planning/goal setting	94.1	88.9	91.0	93.5	96.7	91.0	89.1	94.4	97.3	93.5	96.4	93.9
	(2.0)	(4.6)	(5.2)	(7.6)	(2.0)	(3.6)	(5.3)	(3.4)	(2.1)	(2.6)	(3.3)	(5.2)
Social skills (e.g., conflict resolution, self expression)	94.2	92.8	86.8	94.9	94.7	93.6	93.9	93.7	94.8	95.1	96.9	88.1
	(2.0)	(3.8)	(6.2)	(6.7)	(2.5)	(3.1)	(4.1)	(3.6)	(2.8)	(2.3)	(3.1)	(7.1)
Use of community resources	91.8	92.5	92.5	74.5	89.5	94.5	88.0	95.8	91.2	94.0	94.4	79.9
	(2.3)	(3.8)	(4.8)	(13.4)	(3.5)	(2.9)	(5.6)	(3.0)	(3.6)	(2.5)	(4.1)	(8.7)
Number of respondents	435	109	96	22	235	200	114	147	174	282	87	63

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* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*				
Self-care skills	83.3	98.9	93.9	84.9
	(4.6)	(1.2)	(2.4)	(5.0)
Functional skills (e.g., telling time)	82.9	99.2	93.6	85.0
	(4.7)	(1.0)	(2.5)	(5.0)
Home care skills (e.g., cooking)	78.4	79.3	76.5	81.1
	(5.1)	(4.6)	(4.3)	(5.5)
Planning/goal setting	91.1	98.6	95.9	92.2
	(3.5)	(1.3)	(2.0)	(3.7)
Social skills (e.g., conflict resolution, self expression)	90.6	99.7	91.3	97.2
	(3.6)	(0.6)	(2.9)	(2.3)
Use of community resources	86.5	99.8	93.3	90.2
	(4.2)	(0.6)	(2.5)	(4.1)
Number of respondents	206	229	267	167

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* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26C: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*									
Self-care skills	95.3	95.6	81.0	93.8	91.5	81.2	91.6	95.7	85.2
	(3.6)	(3.5)	(6.2)	(3.4)	(3.5)	(8.8)	(4.3)	(3.2)	(5.5)
Functional skills (e.g., telling time)	97.7	87.9	81.9	95.2	87.4	100	92.0	92.6	82.5
	(2.6)	(5.5)	(6.1)	(3.0)	(4.2)	(0.0)	(4.2)	(4.2)	(5.9)
Home care skills (e.g., cooking)	81.8	75.6	78.9	70.1	77.5	98.1	75.6	82.0	76.1
	(6.6)	(7.3)	(6.5)	(6.4)	(5.3)	(3.1)	(6.7)	(6.1)	(6.7)
Planning/goal setting	99.0	87.3	94.9	99.1	92.8	100	95.7	90.7	93.5
	(1.7)	(5.6)	(3.5)	(1.3)	(3.3)	(0.0)	(3.2)	(4.6)	(3.8)
Social skills (e.g., conflict resolution, self expression)	100	90.9	90.4	96.1	93.6	100	93.0	93.7	94.4
	(0.0)	(4.9)	(4.7)	(2.7)	(3.1)	(0.0)	(4.0)	(3.9)	(3.6)
Use of community resources	100	89.9	88.4	96.7	90.3	100	94.9	90.2	92.1
	(0.0)	(5.1)	(5.1)	(2.5)	(3.7)	(0.0)	(3.4)	(4.7)	(4.2)
Number of respondents	89	114	139	108	223	43	123	128	126

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* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27A: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH HEARING IMPAIRMENTS ATTENDED SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage who attended secondary school in communities with educational resources that included:												
Special secondary schools for students with disabilities	76.4	80.6	75.1	58.2	78.4	74.1	80.6	70.7	78.5	74.4	82.3	76.9
	(2.2)	(3.2)	(4.6)	(10.6)	(2.9)	(3.3)	(4.1)	(4.0)	(3.2)	(2.9)	(4.0)	(5.6)
Alternative/continuation schools	72.5	79.3	77.4	35.8	72.0	72.9	71.7	70.5	74.7	69.9	77.2	79.1
	(2.5)	(3.3)	(4.6)	(10.6)	(3.4)	(3.6)	(5.0)	(4.3)	(3.8)	(3.2)	(4.7)	(6.2)
Vocational secondary schools	78.6	87.5	78.6	60.3	77.4	80.1	76.2	79.6	79.5	77.7	83.8	74.3
	(2.1)	(2.7)	(4.4)	(10.5)	(2.9)	(3.0)	(4.4)	(3.6)	(3.2)	(2.7)	(3.9)	(5.8)
Magnet secondary schools	38.1	48.7	38.2	10.3	39.0	37.0	35.1	36.4	41.6	37.7	37.3	41.9
	(2.6)	(4.0)	(5.4)	(6.7)	(3.5)	(3.8)	(5.1)	(4.4)	(4.0)	(3.3)	(5.2)	(6.8)
Postsecondary schools with programs for students with disabilities	78.4	88.3	79.4	49.4	80.5	75.9	81.9	77.6	76.7	77.4	79.9	80.7
	(2.2)	(2.8)	(4.5)	(11.4)	(2.8)	(3.4)	(4.2)	(3.8)	(3.4)	(2.9)	(4.4)	(5.4)
Number of respondents	1019	317	261	40	534	484	277	360	382	664	218	130
Percentage who attended secondary school in communities with adult services that included:												
Work facilities for adults with disabilities (e.g., sheltered workshops)	94.4	95.1	94.9	87.9	94.8	93.9	96.3	93.9	93.6	94.0	92.3	98.4
	(1.2)	(1.8)	(2.3)	(7.0)	(1.6)	(1.8)	(2.0)	(2.2)	(1.9)	(1.6)	(2.8)	(1.7)
Group homes for adults with disabilities	85.0	90.9	94.7	73.0	83.7	86.6	88.1	82.7	84.9	84.8	81.7	89.8
	(1.9)	(2.4)	(2.4)	(9.9)	(2.7)	(2.7)	(3.6)	(3.5)	(2.9)	(2.5)	(4.2)	(4.2)
Public job training programs (e.g., JTPA)	94.7	98.6	93.2	85.4	94.9	94.4	93.2	96.1	94.6	93.6	93.4	100
	(1.2)	(1.0)	(2.8)	(8.3)	(1.6)	(1.9)	(2.8)	(1.8)	(1.9)	(1.7)	(2.8)	(0.0)
Centers for independent living	77.5	85.7	86.6	53.4	76.1	79.1	75.8	78.1	78.0	76.9	73.2	84.8
	(2.3)	(3.2)	(3.9)	(12.5)	(3.2)	(3.4)	(5.1)	(3.9)	(3.5)	(3.0)	(5.0)	(5.1)
Advocacy groups for people with disabilities	96.6	99.6	94.7	82.0	95.7	97.7	97.4	96.8	95.8	95.7	98.3	97.5
	(0.9)	(0.5)	(2.4)	(9.1)	(1.4)	(1.2)	(1.7)	(1.6)	(1.6)	(1.3)	(1.4)	(2.1)
Support or social groups for people with disabilities	91.5	91.5	93.0	60.6	92.2	90.6	90.5	89.9	93.4	90.7	91.1	94.9
	(1.5)	(2.5)	(2.9)	(12.2)	(2.0)	(2.4)	(3.3)	(2.9)	(2.1)	(2.0)	(3.2)	(3.1)
Accommodations on public transportation for people with disabilities	83.6	95.9	88.7	47.7	85.6	81.5	84.5	83.3	83.4	82.4	91.5	77.6
	(2.0)	(1.6)	(3.4)	(11.0)	(2.5)	(3.1)	(4.0)	(3.4)	(3.0)	(2.6)	(3.0)	(5.8)
Number of respondents	995	277	238	33	537	457	238	356	398	629	210	149

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27B: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH HEARING IMPAIRMENTS ATTENDED SECONDARY SCHOOL

Service Characteristics	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Percentage who attended secondary school in communities with educational resources that included:				
Special secondary schools for students with disabilities	72.6 (3.1)	82.9 (2.8)	80.2 (2.5)	72.6 (3.6)
Alternative/continuation schools	68.6 (3.3)	80.7 (3.4)	81.4 (2.8)	65.1 (3.9)
Vocational secondary schools	77.5 (2.9)	80.5 (2.9)	81.1 (2.5)	76.2 (3.5)
Magnet secondary schools	35.8 (3.4)	42.5 (3.8)	40.4 (3.2)	36.0 (4.0)
Postsecondary schools with programs for students with disabilities	75.3 (3.2)	83.5 (2.8)	85.0 (2.3)	72.0 (3.8)
Number of respondents	589	391	537	451
Percentage who attended secondary school in communities with adult services that included:				
Work facilities for adults with disabilities (e.g., sheltered workshops)	93.2 (1.8)	96.5 (1.4)	95.5 (1.3)	93.3 (2.0)
Group homes for adults with disabilities	88.3 (2.3)	79.0 (3.2)	81.7 (2.6)	88.2 (2.7)
Public job training programs (e.g., JTPA)	93.6 (1.8)	96.4 (1.4)	96.6 (1.2)	92.7 (2.3)
Centers for independent living	78.9 (3.2)	75.4 (3.4)	77.8 (2.8)	77.1 (3.9)
Advocacy groups for people with disabilities	94.5 (1.6)	100 (0.0)	98.7 (0.7)	94.4 (1.9)
Support or social groups for people with disabilities	86.1 (2.7)	99.5 (0.5)	95.8 (1.3)	86.7 (3.0)
Accommodations on public transportation for people with disabilities	82.6 (2.7)	85.5 (2.8)	88.7 (2.1)	79.0 (3.4)
Number of respondents	518	464	619	373

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27C: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH HEARING IMPAIRMENTS ATTENDED SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended secondary school in communities with educational resources that included:									
Special secondary schools for students with disabilities	75.6	81.7	74.2	84.5	72.9	87.8	79.3	71.5	80.1
	(4.5)	(4.0)	(4.2)	(3.3)	(3.3)	(4.8)	(4.0)	(4.4)	(3.8)
Alternative/continuation schools	79.3	65.3	72.7	77.3	69.0	83.8	69.6	73.5	74.6
	(4.6)	(5.5)	(4.4)	(4.4)	(3.7)	(5.5)	(4.9)	(4.7)	(4.3)
Vocational secondary schools	85.9	76.7	71.9	90.9	74.3	85.6	79.9	78.9	74.9
	(3.7)	(4.4)	(4.3)	(2.6)	(3.3)	(5.2)	(3.9)	(4.0)	(4.1)
Magnet secondary schools	49.5	35.6	34.5	55.3	31.8	52.8	44.1	33.5	40.6
	(5.4)	(5.2)	(4.7)	(4.8)	(3.6)	(7.3)	(5.0)	(4.8)	(4.7)
Postsecondary schools with programs for students with disabilities	84.9	75.8	75.7	93.2	72.8	97.1	84.9	71.1	81.7
	(3.9)	(4.7)	(4.2)	(2.4)	(3.4)	(2.5)	(3.7)	(4.6)	(3.8)
Number of respondents	199	249	359	187	566	97	262	291	315
Percentage who attended secondary school in communities with adult services that included:									
Work facilities for adults with disabilities (e.g., sheltered workshops)	96.7	91.9	91.5	93.7	93.5	95.4	91.6	94.5	94.6
	(1.9)	(2.9)	(2.7)	(2.3)	(1.9)	(3.2)	(2.8)	(2.3)	(2.2)
Group homes for adults with disabilities	83.8	85.3	84.3	88.0	86.7	66.3	80.2	87.1	88.0
	(4.1)	(3.9)	(3.6)	(3.1)	(2.6)	(7.4)	(4.1)	(3.5)	(3.2)
Public job training programs (e.g., JTPA)	98.6	92.2	90.7	96.2	93.8	94.9	95.0	92.6	93.8
	(1.3)	(3.0)	(2.9)	(1.9)	(1.9)	(3.4)	(2.2)	(2.8)	(2.4)
Centers for independent living	80.1	73.4	77.4	80.6	77.3	58.5	69.0	80.1	81.6
	(4.5)	(5.1)	(4.4)	(3.8)	(3.4)	(8.3)	(4.9)	(4.3)	(4.1)
Advocacy groups for people with disabilities	99.1	94.5	96.9	97.7	95.9	100	97.7	95.0	98.0
	(1.0)	(2.4)	(1.7)	(1.4)	(1.5)	(0.0)	(1.5)	(2.2)	(1.4)
Support or social groups for people with disabilities	92.2	89.3	93.5	93.0	93.1	81.6	87.5	92.9	96.1
	(3.0)	(3.5)	(2.5)	(2.5)	(2.0)	(6.3)	(3.4)	(2.8)	(1.9)
Accommodations on public transportation for people with disabilities	88.3	80.5	83.6	91.3	81.2	90.0	86.2	77.5	90.2
	(3.6)	(4.3)	(3.6)	(2.8)	(3.0)	(4.5)	(3.6)	(4.3)	(2.8)
Number of respondents	203	248	323	216	529	78	271	278	281

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage ever received:												
Job training	71.7	64.0	74.6	65.4	74.1	69.2	58.6	74.5	78.0	69.5	79.6	72.0
	(1.9)	(3.2)	(3.9)	(8.8)	(2.6)	(3.0)	(4.3)	(3.3)	(2.7)	(2.6)	(3.7)	(4.4)
Speech/language therapy	83.6	83.9	88.9	68.5	82.4	85.1	86.8	83.0	81.9	86.1	80.7	79.0
	(1.6)	(2.4)	(2.8)	(8.6)	(2.2)	(2.3)	(3.0)	(2.9)	(2.5)	(2.0)	(3.6)	(4.0)
Personal counseling/ therapy	36.9	31.2	37.0	21.9	37.0	36.8	31.6	40.8	37.1	37.1	39.0	35.1
	(2.1)	(3.1)	(4.4)	(7.7)	(2.8)	(3.1)	(4.1)	(3.8)	(3.2)	(2.7)	(4.5)	(4.7)
Occupational therapy/ life skills training	47.2	37.0	40.3	33.3	43.9	51.0	46.2	43.8	50.5	48.3	44.2	48.7
	(2.2)	(3.2)	(4.4)	(8.8)	(2.9)	(3.2)	(4.4)	(3.8)	(3.3)	(2.8)	(4.6)	(4.9)
A tutor, reader, or interpreter	62.2	63.6	66.4	45.8	63.4	60.9	59.7	59.7	65.9	60.7	63.3	67.1
	(2.1)	(3.2)	(4.3)	(9.3)	(2.8)	(3.1)	(4.3)	(3.7)	(3.1)	(2.8)	(4.5)	(4.6)
Physical therapy/mobility training	13.4	7.3	11.2	6.9	13.8	13.1	11.9	10.2	17.0	12.7	13.0	16.6
	(1.5)	(1.7)	(2.8)	(4.7)	(2.0)	(2.2)	(2.9)	(2.3)	(2.5)	(1.9)	(3.1)	(3.7)
Help with transportation because of disability	41.8	46.6	46.8	26.4	39.4	44.6	47.6	43.6	36.6	47.1	35.8	30.8
	(2.1)	(3.3)	(4.5)	(8.2)	(2.9)	(3.2)	(4.4)	(3.8)	(3.1)	(2.8)	(4.4)	(4.6)
Number of respondents	1650	528	392	60	878	770	431	553	664	1016	319	303

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Percentage ever received:				
Job training	68.4	84.3	80.7	63.8
	(2.8)	(2.6)	(2.2)	(3.1)
Speech/language therapy	83.4	86.1	87.3	80.2
	(2.2)	(2.4)	(1.8)	(2.6)
Personal counseling/ therapy	29.2	49.9	44.3	30.3
	(2.7)	(3.5)	(2.7)	(3.0)
Occupational therapy/ life skills training	36.1	70.0	61.2	34.6
	(2.9)	(3.2)	(2.7)	(3.1)
A tutor, reader, or interpreter	63.3	64.3	71.4	54.1
	(2.9)	(3.4)	(2.5)	(3.3)
Physical therapy/mobility training	8.3	22.8	18.8	8.6
	(1.7)	(3.0)	(2.2)	(1.8)
Help with transportation because of disability	41.3	40.4	45.4	38.6
	(2.9)	(3.5)	(2.7)	(3.2)
Number of respondents	877	587	897	748

Source: Parent interviews and students' school records.

Table 28C: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever received:									
Job training	70.3	71.5	75.2	75.9	73.4	61.2	64.5	75.1	77.6
	(4.0)	(3.9)	(3.5)	(3.2)	(2.9)	(5.2)	(3.9)	(3.5)	(3.4)
Speech/language therapy	90.8	87.0	88.6	90.2	89.1	71.5	84.5	90.1	90.1
	(2.5)	(2.9)	(2.6)	(2.2)	(2.0)	(4.9)	(2.9)	(2.4)	(2.4)
Personal counseling/ therapy	39.3	37.6	41.8	39.7	40.0	28.0	36.1	37.0	44.4
	(4.3)	(4.2)	(4.0)	(3.7)	(3.2)	(4.8)	(3.9)	(3.9)	(4.0)
Occupational therapy/ life skills training	52.3	50.0	50.6	53.8	51.1	39.1	46.2	53.0	51.2
	(4.3)	(4.3)	(4.0)	(3.8)	(3.2)	(5.2)	(4.0)	(4.0)	(4.0)
A tutor, reader, or interpreter	59.9	63.4	73.6	65.4	70.0	43.2	57.4	65.5	76.5
	(4.2)	(4.2)	(3.5)	(3.6)	(3.0)	(5.3)	(4.0)	(3.8)	(3.4)
Physical therapy/mobility training	13.1	12.7	14.9	14.2	14.5	9.1	13.1	12.4	16.6
	(2.9)	(2.9)	(2.9)	(2.6)	(2.3)	(3.1)	(2.7)	(2.7)	(3.0)
Help with transportation because of disability	44.2	39.8	46.5	49.7	43.2	39.9	41.6	43.3	47.3
	(4.3)	(4.2)	(4.0)	(3.8)	(3.2)	(5.2)	(4.0)	(4.0)	(4.0)
Number of respondents	341	434	545	366	841	189	450	497	469

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Continued)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received in past year:												
Job training	59.5	54.8	63.3	48.2	62.7	56.0	54.4	69.7	54.5	66.0	75.3	27.8
	(2.1)	(3.3)	(4.3)	(9.3)	(2.8)	(3.2)	(4.4)	(3.5)	(3.2)	(2.7)	(4.0)	(4.4)
Speech/language therapy	55.0	58.9	55.9	42.0	50.8	59.9	67.8	63.3	39.9	68.2	60.0	11.0
	(2.2)	(3.3)	(4.5)	(9.2)	(2.9)	(3.2)	(4.1)	(3.7)	(3.2)	(2.6)	(4.5)	(3.1)
Personal counseling/ therapy	23.6	17.9	23.6	12.5	23.0	24.3	22.6	30.4	18.7	27.9	28.2	6.7
	(1.8)	(2.5)	(3.8)	(6.1)	(2.5)	(2.8)	(3.7)	(3.5)	(2.6)	(2.5)	(4.1)	(2.5)
Occupational therapy/ life skills training	31.0	22.3	27.7	17.7	27.4	35.2	37.4	34.4	24.1	38.6	35.0	5.7
	(2.0)	(2.7)	(4.0)	(7.1)	(2.6)	(3.1)	(4.3)	(3.6)	(2.8)	(2.7)	(4.4)	(2.3)
A tutor, reader, or interpreter	46.5	47.2	50.0	30.0	46.1	46.9	53.0	48.7	40.6	53.2	49.6	24.9
	(2.2)	(3.3)	(4.5)	(8.5)	(2.9)	(3.2)	(4.4)	(3.8)	(3.2)	(2.8)	(4.6)	(4.3)
Physical therapy/mobility training	6.7	3.0	5.3	2.6	6.8	6.7	8.3	6.7	5.8	8.2	7.7	1.6
	(1.1)	(1.1)	(2.0)	(3.0)	(1.5)	(1.6)	(2.4)	(1.9)	(1.5)	(1.5)	(2.5)	(1.2)
Help with transportation because of disability	67.6	72.0	74.6	50.4	65.7	69.6	77.3	82.2	49.5	82.8	77.6	12.1
	(2.0)	(3.0)	(3.9)	(9.3)	(2.8)	(3.0)	(3.7)	(2.9)	(3.3)	(2.1)	(3.8)	(3.2)
Number of respondents	1641	526	392	60	874	765	428	552	659	1010	318	301

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Continued)

Service Characteristics	Type of School Attended: Regular School	Type of School Attended: Special School	Degree of Hearing Loss: Deaf	Degree of Hearing Loss: Hard of Hearing
Percentage received in past year:				
Job training	56.7	70.4	66.7	53.2
	(3.0)	(3.2)	(2.6)	(3.3)
Speech/language therapy	54.8	61.9	58.8	51.5
	(3.0)	(3.4)	(2.7)	(3.3)
Personal counseling/ therapy	16.3	37.3	30.5	17.4
	(2.2)	(3.4)	(2.5)	(2.5)
Occupational therapy/ life skills training	22.4	49.7	41.1	22.0
	(2.5)	(3.5)	(2.7)	(2.7)
A tutor, reader, or interpreter	45.7	52.0	56.5	37.7
	(3.0)	(3.5)	(2.7)	(3.2)
Physical therapy/mobility training	3.0	14.0	9.5	4.2
	(1.0)	(2.4)	(1.6)	(1.3)
Help with transportation because of disability	70.8	74.9	69.2	66.0
	(2.7)	(3.1)	(2.5)	(3.1)
Number of respondents	874	585	894	744

Source: Parent interviews and students' school records.

Table 28C: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in past year:									
Job training	61.2	59.0	64.1	64.3	63.1	50.2	52.7	63.3	68.3
	(4.2)	(4.3)	(3.8)	(3.6)	(3.1)	(5.3)	(4.0)	(3.9)	(3.8)
Speech/language therapy	62.7	56.5	56.6	62.6	58.0	45.4	54.1	57.7	63.1
	(4.2)	(4.3)	(4.0)	(3.7)	(3.2)	(5.4)	(4.1)	(4.0)	(3.9)
Personal counseling/ therapy	27.3	23.2	25.6	24.0	25.4	17.6	22.6	22.5	29.3
	(3.9)	(3.7)	(3.5)	(3.2)	(2.8)	(4.1)	(3.4)	(3.4)	(3.7)
Occupational therapy/ life skills training	33.9	30.8	35.9	32.4	35.4	20.6	27.0	34.2	38.4
	(4.1)	(4.0)	(3.9)	(3.5)	(3.1)	(4.3)	(3.6)	(3.8)	(3.9)
A tutor, reader, or interpreter	45.2	47.3	57.6	45.7	54.1	31.5	39.9	49.4	61.4
	(4.3)	(4.3)	(4.0)	(3.8)	(3.2)	(5.0)	(4.0)	(4.0)	(3.9)
Physical therapy/mobility training	8.4	6.4	6.1	9.0	7.2	2.4	6.5	6.9	7.7
	(2.4)	(2.1)	(1.9)	(2.2)	(1.7)	(1.6)	(2.0)	(2.0)	(2.2)
Help with transportation because of disability	68.5	65.8	67.2	73.4	66.9	55.2	61.0	68.5	71.7
	(4.0)	(4.1)	(3.8)	(3.3)	(3.0)	(5.3)	(3.9)	(3.7)	(3.6)
Number of respondents	339	431	545	365	839	186	450	492	466

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average number:												
Services ever received	3.5	3.3	3.6	2.6	3.5	3.6	3.3	3.5	3.6	3.6	3.5	3.5
	(0.1)	(0.1)	(0.1)	(0.3)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.2)
Services received in past year	2.9	2.7	3.0	2.0	2.8	2.9	3.1	3.3	2.3	3.4	3.3	0.9
	(0.1)	(0.1)	(0.2)	(0.3)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)
Number of respondents	1680	536	397	61	894	784	438	566	676	1031	326	310
Of those in secondary school in the past year, percentage receiving that year from their school:*												
Job training	63.3	57.2	66.8	52.2	66.6	59.4	53.5	67.8	68.2	62.7	68.7	---
	(2.3)	(3.5)	(4.6)	(10.4)	(3.0)	(3.5)	(4.4)	(3.6)	(4.0)	(2.7)	(4.3)	
Speech/language therapy	65.0	65.1	64.7	53.0	60.1	70.9	67.8	63.7	63.5	67.5	59.2	---
	(2.3)	(3.4)	(4.7)	(10.4)	(3.2)	(3.3)	(4.2)	(3.7)	(4.1)	(2.7)	(4.5)	
Personal counseling/therapy	24.8	16.4	23.1	10.3	24.3	25.4	19.1	28.1	26.5	24.9	25.1	---
	(2.1)	(2.6)	(4.1)	(6.3)	(2.8)	(3.1)	(3.5)	(3.5)	(3.8)	(2.4)	(4.0)	
Occupational therapy/life skills training	36.5	25.4	32.6	21.4	31.5	42.4	37.2	35.1	37.8	38.1	33.5	---
	(2.3)	(3.1)	(4.6)	(8.5)	(3.0)	(3.5)	(4.3)	(3.7)	(4.2)	(2.7)	(4.3)	
A tutor, reader, or interpreter	47.7	49.5	49.6	34.1	45.2	50.7	48.3	47.2	47.8	49.4	44.0	---
	(2.4)	(3.6)	(4.9)	(9.8)	(3.2)	(3.6)	(4.4)	(3.9)	(4.3)	(2.8)	(4.6)	
Physical therapy/mobility training	7.2	2.2	5.6	3.1	7.3	7.1	7.3	6.0	8.9	7.2	7.5	---
	(1.2)	(1.0)	(2.3)	(3.6)	(1.7)	(1.8)	(2.3)	(1.8)	(2.4)	(1.5)	(2.4)	
Help with transportation because of disability	28.4	28.7	29.6	19.6	25.4	31.9	33.4	27.1	24.3	31.0	20.6	---
	(2.2)	(3.2)	(4.5)	(8.2)	(2.8)	(3.3)	(4.2)	(3.4)	(3.7)	(2.6)	(3.7)	
Number of respondents	1340	452	335	48	720	618	421	534	383	1010	318	0
Of those in secondary school in the past year, average number of services received that year from school*	2.7	2.4	2.7	1.9	2.6	2.8	2.6	2.7	2.7	2.8	2.6	---
	(0.1)	(0.1)	(0.2)	(0.3)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	
Number of respondents	1370	460	339	49	735	633	431	545	394	1031	326	0

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* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Average number:				
Services ever received	3.3	4.1	4.0	3.1
	(0.1)	(0.1)	(0.1)	(0.1)
Services received in past year	2.7	3.6	3.3	2.5
	(0.1)	(0.1)	(0.1)	(0.1)
Number of respondents	889	596	916	760
Of those in secondary school in the past year, percentage receiving that year from their school:*				
Job training	60.1	76.4	74.6	53.8
	(3.2)	(3.3)	(2.7)	(3.5)
Speech/language therapy	63.3	74.4	71.2	59.5
	(3.1)	(3.4)	(2.8)	(3.5)
Personal counseling/therapy	15.3	43.2	34.6	16.4
	(2.3)	(3.9)	(3.0)	(2.6)
Occupational therapy/life skills training	26.2	59.2	49.7	25.3
	(2.8)	(3.9)	(3.1)	(3.1)
A tutor, reader, or interpreter	47.8	52.5	57.3	39.7
	(3.2)	(3.9)	(3.1)	(3.5)
Physical therapy/mobility training	2.7	16.2	11.1	3.9
	(1.0)	(2.9)	(1.9)	(1.4)
Help with transportation because of disability	26.5	30.2	31.8	25.4
	(2.9)	(3.6)	(2.9)	(3.1)
Number of respondents	750	473	707	628
Of those in secondary school in the past year, average number of services received that year from school*	2.4	3.5	3.3	2.2
	(0.1)	(0.1)	(0.1)	(0.1)
Number of respondents	763	482	723	643

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* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 28C: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average number:									
Services ever received	3.7 (0.1)	3.6 (0.1)	3.9 (0.1)	3.9 (0.1)	3.8 (0.1)	2.9 (0.2)	3.4 (0.1)	3.8 (0.1)	4.0 (0.1)
Services received in past year	3.0 (0.2)	2.9 (0.2)	3.1 (0.1)	3.1 (0.1)	3.1 (0.1)	2.2 (0.2)	2.6 (0.2)	3.0 (0.1)	3.4 (0.1)
Number of respondents	349	436	548	370	849	196	460	499	473
Of those in secondary school in the past year, percentage receiving that year from their school:*									
Job training	63.5 (4.6)	61.9 (4.7)	65.8 (4.2)	67.1 (3.9)	65.4 (3.4)	50.6 (5.8)	54.7 (4.5)	67.9 (4.1)	67.5 (4.1)
Speech/language therapy	70.8 (4.3)	67.3 (4.5)	67.1 (4.2)	72.8 (3.7)	68.3 (3.3)	50.5 (5.9)	63.4 (4.3)	69.0 (4.1)	71.4 (4.0)
Personal counseling/ therapy	29.0 (4.3)	23.3 (4.1)	25.3 (3.8)	24.1 (3.6)	26.2 (3.1)	18.6 (4.6)	25.6 (3.9)	23.4 (3.8)	26.7 (3.9)
Occupational therapy/ life skills training	38.3 (4.6)	37.1 (4.6)	42.1 (4.4)	36.7 (4.0)	41.9 (3.5)	22.6 (4.9)	32.0 (4.2)	39.9 (4.3)	43.9 (4.4)
A tutor, reader, or interpreter	48.6 (4.7)	49.6 (4.8)	53.3 (4.4)	46.8 (4.2)	54.2 (3.6)	31.1 (5.4)	43.0 (4.4)	48.6 (4.4)	59.0 (4.4)
Physical therapy/mobility training	8.9 (2.7)	7.0 (2.4)	6.3 (2.1)	9.6 (2.5)	7.9 (1.9)	1.8 (1.6)	6.9 (2.3)	7.5 (2.3)	7.9 (2.4)
Help with transportation because of disability	30.5 (4.3)	26.5 (4.2)	30.3 (4.1)	32.9 (3.9)	28.4 (3.2)	23.3 (4.9)	28.3 (4.0)	30.8 (4.1)	28.7 (4.0)
Number of respondents	286	355	449	295	691	158	368	406	391
Of those in secondary school in the past year, average number of services received that year from school*	2.9 (0.2)	2.7 (0.2)	2.9 (0.1)	2.9 (0.1)	2.9 (0.1)	1.9 (0.2)	2.5 (0.2)	2.9 (0.1)	3.0 (0.1)
Number of respondents	293	358	452	300	698	165	376	413	395

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* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received vocational services:												
Never	54.6	68.1	56.2	60.1	51.7	58.0	73.6	53.3	42.9	59.2	46.1	47.2
	(2.3)	(3.2)	(4.9)	(10.0)	(3.2)	(3.5)	(4.2)	(4.1)	(3.6)	(2.9)	(5.2)	(5.5)
For less than 6 months	11.2	9.5	15.0	8.7	9.0	13.6	6.1	12.9	13.2	9.7	12.3	15.0
	(1.5)	(2.0)	(3.5)	(5.8)	(1.8)	(2.4)	(2.2)	(2.8)	(2.4)	(1.8)	(3.5)	(3.9)
6 to 12 months	14.3	11.0	11.7	8.8	16.2	12.1	11.6	11.8	18.1	12.8	12.7	20.5
	(1.6)	(2.2)	(3.1)	(5.8)	(2.3)	(2.3)	(3.0)	(2.7)	(2.8)	(2.0)	(3.5)	(4.4)
13 to 24 months	10.6	7.5	8.0	13.0	10.4	10.9	6.4	11.7	12.6	10.3	13.9	8.7
	(1.5)	(1.8)	(2.7)	(6.9)	(1.9)	(2.2)	(2.3)	(2.7)	(2.4)	(1.8)	(3.6)	(3.1)
More than 24 months	9.3	3.9	9.1	9.3	12.7	5.4	2.3	10.4	13.2	8.0	15.0	8.6
	(1.4)	(1.3)	(2.8)	(5.9)	(2.1)	(1.6)	(1.4)	(2.5)	(2.4)	(1.6)	(3.8)	(3.1)
Number of respondents	1428	485	342	51	758	670	384	484	560	917	261	250
Percentage received following hours of vocational services in the past year:												
None	39.5	45.8	36.4	47.9	37.0	42.2	49.8	37.0	34.4	42.1	28.7	42.3
	(2.2)	(3.5)	(4.5)	(9.7)	(3.0)	(3.4)	(4.6)	(3.7)	(3.4)	(2.9)	(4.3)	(5.7)
Fewer than 80 hours	4.0	5.5	3.4	3.6	3.3	4.8	5.7	4.8	2.1	5.0	3.4	1.0
	(0.9)	(1.6)	(1.7)	(3.6)	(1.1)	(1.4)	(2.1)	(1.6)	(1.0)	(1.3)	(1.7)	(1.1)
80 to 240 hours	28.8	25.5	38.9	23.3	29.2	28.5	34.5	30.2	23.7	32.5	24.5	20.1
	(2.1)	(3.0)	(4.6)	(8.2)	(2.8)	(3.1)	(4.4)	(3.5)	(3.0)	(2.7)	(4.1)	(4.6)
241 to 600 hours	23.9	19.0	18.2	22.6	26.9	20.6	10.1	27.4	30.8	19.7	35.1	26.8
	(1.9)	(2.7)	(3.6)	(8.1)	(2.7)	(2.7)	(2.8)	(3.4)	(3.3)	(2.3)	(4.6)	(5.1)
More than 600 hours	3.7	4.2	3.1	2.7	3.6	3.9	0.0	0.6	9.0	0.7	8.2	9.9
	(0.9)	(1.4)	(1.6)	(3.1)	(1.1)	(1.3)	(0.0)	(0.6)	(2.0)	(0.5)	(2.6)	(3.4)
Number of respondents	1474	488	357	56	779	693	397	511	566	931	297	234
Average hours of vocational services provided recipients in past year	170	144	159	155	182	157	92.1	162	231	134	245	213
	(9.0)	(13.2)	(17.1)	(39.6)	(12.1)	(13.4)	(10.4)	(13.1)	(17.2)	(9.1)	(22.7)	(28.1)
Number of respondents	1474	488	357	56	779	693	397	511	566	931	297	234

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

Service Characteristics	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Percentage received vocational services:				
Never	63.8	40.0	42.1	65.0
	(3.1)	(3.9)	(3.0)	(3.3)
For less than 6 months	11.2	12.4	11.4	11.0
	(2.0)	(2.6)	(1.9)	(2.2)
6 to 12 months	10.6	17.8	19.8	9.6
	(2.0)	(3.1)	(2.4)	(2.1)
13 to 24 months	8.6	14.4	11.5	9.9
	(1.8)	(2.8)	(2.0)	(2.1)
More than 24 months	5.8	15.4	15.1	4.5
	(1.5)	(2.9)	(2.2)	(1.4)
Number of respondents	767	478	758	670
Percentage received following hours of vocational services in the past year:				
None	41.0	22.0	29.1	48.2
	(3.0)	(3.0)	(2.6)	(3.4)
Fewer than 80 hours	4.0	4.9	4.8	3.2
	(1.2)	(1.6)	(1.2)	(1.2)
80 to 240 hours	32.6	28.0	29.9	28.0
	(2.9)	(3.2)	(2.7)	(3.1)
241 to 600 hours	18.6	40.6	31.8	17.4
	(2.4)	(3.5)	(2.7)	(2.6)
More than 600 hours	3.8	4.5	4.5	3.1
	(1.2)	(1.5)	(1.2)	(1.2)
Number of respondents	831	538	785	686
Average hours of vocational services provided recipients in past year	156	240	207	139
	(11.7)	(14.6)	(11.8)	(12.8)
Number of respondents	831	538	785	686

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29C: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received vocational services:									
Never	62.5	55.3	47.6	52.9	52.4	71.2	62.7	56.2	45.2
	(4.3)	(4.4)	(4.0)	(3.9)	(3.3)	(4.9)	(4.1)	(4.0)	(4.1)
For less than 6 months	8.8	11.8	12.5	11.9	10.6	9.9	6.5	10.7	17.6
	(2.5)	(2.8)	(2.7)	(2.5)	(2.0)	(3.3)	(2.1)	(2.5)	(3.1)
6 to 12 months	11.3	12.5	18.5	16.1	14.6	8.6	12.4	16.2	12.8
	(2.8)	(2.9)	(3.1)	(2.9)	(2.3)	(3.1)	(2.8)	(3.0)	(2.7)
13 to 24 months	10.2	11.2	9.3	11.5	11.4	5.6	11.3	10.0	9.2
	(2.7)	(2.8)	(2.4)	(2.5)	(2.1)	(2.5)	(2.7)	(2.4)	(2.4)
More than 24 months	7.2	9.2	12.1	7.6	11.0	4.8	7.1	6.9	15.1
	(2.3)	(2.5)	(2.6)	(2.1)	(2.0)	(2.3)	(2.2)	(2.1)	(2.9)
Number of respondents	329	427	537	349	826	187	432	488	463
Percentage received following hours of vocational services in the past year:									
None	42.0	38.7	40.0	35.1	40.3	50.1	47.7	36.7	36.6
	(4.5)	(4.6)	(4.1)	(3.9)	(3.4)	(5.9)	(4.3)	(4.1)	(4.1)
Fewer than 80 hours	3.5	4.1	3.6	2.8	4.2	4.1	2.8	5.5	2.7
	(1.7)	(1.9)	(1.6)	(1.3)	(1.4)	(2.3)	(1.4)	(2.0)	(1.4)
80 to 240 hours	28.5	24.9	32.8	29.1	30.3	23.5	21.4	32.6	33.0
	(4.1)	(4.1)	(4.0)	(3.7)	(3.2)	(5.0)	(3.5)	(4.0)	(4.0)
241 to 600 hours	23.7	26.1	21.9	27.6	22.0	20.8	24.0	21.0	26.0
	(3.9)	(4.1)	(3.5)	(3.6)	(2.9)	(4.8)	(3.7)	(3.5)	(3.8)
More than 600 hours	2.4	6.1	1.7	5.4	3.2	1.5	4.0	4.2	1.7
	(1.4)	(2.3)	(1.1)	(1.8)	(1.2)	(1.4)	(1.7)	(1.7)	(1.1)
Number of respondents	304	376	478	321	743	163	402	433	410
Average hours of vocational services provided recipients in past year	155	189	152	196	161	125	162	167	164
	(16.6)	(20.6)	(14.6)	(17.2)	(13.1)	(19.6)	(18.0)	(16.3)	(15.1)
Number of respondents	304	376	478	321	743	163	402	433	410

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received in the past year:												
Testing/assessment	21.7	13.6	23.6	15.1	25.1	18.0	10.5	28.8	23.5	20.9	30.0	17.3
	(2.0)	(2.4)	(4.1)	(7.4)	(2.8)	(2.7)	(2.9)	(3.8)	(3.1)	(2.5)	(4.9)	(4.2)
Job skills training	20.5	10.3	17.7	10.6	24.2	16.2	11.9	23.5	23.8	20.0	28.2	15.2
	(1.9)	(2.1)	(3.7)	(6.3)	(2.7)	(2.5)	(3.0)	(3.5)	(3.0)	(2.4)	(4.6)	(3.9)
Basic skills training	19.5	10.3	18.1	9.7	22.0	16.6	14.9	21.1	21.3	21.1	23.5	10.8
	(1.9)	(2.1)	(3.8)	(6.0)	(2.6)	(2.6)	(3.3)	(3.3)	(3.0)	(2.4)	(4.4)	(3.4)
Career counseling	23.2	14.5	24.8	16.6	25.9	20.1	10.6	30.2	25.9	22.6	31.0	18.5
	(2.0)	(2.5)	(4.2)	(7.6)	(2.8)	(2.8)	(2.9)	(3.8)	(3.2)	(2.5)	(4.8)	(4.3)
Job placement services	20.1	15.0	19.7	7.2	21.7	18.3	12.0	19.3	26.4	18.1	29.6	18.4
	(1.9)	(2.5)	(3.8)	(5.3)	(2.6)	(2.7)	(3.1)	(3.2)	(3.2)	(2.3)	(4.7)	(4.2)
Number of respondents	1365	471	335	49	717	648	376	464	525	878	243	244
Percentage received vocational services in the past year from:**												
Secondary school	65.9	85.8	82.0	---	64.7	67.5	80.1	74.0	51.8	71.5	62.7	49.8
	(3.0)	(3.3)	(4.8)		(4.0)	(4.5)	(5.7)	(4.6)	(4.7)	(3.7)	(5.9)	(8.2)
Special school	52.3	29.3	21.3	---	52.7	51.8	56.1	46.0	55.6	52.7	57.1	44.5
	(3.3)	(5.6)	(6.6)		(4.4)	(5.0)	(8.2)	(5.7)	(4.5)	(4.4)	(6.2)	(7.4)
Postsecondary school	1.7	0.5	1.5	---	1.7	1.6	0.0	0.3	3.9	0.2	1.2	7.1
	(0.6)	(0.5)	(1.2)		(0.8)	(0.9)	(0.0)	(0.5)	(1.3)	(0.3)	(1.1)	(2.8)
Family member/friend	7.9	4.7	6.1	---	10.6	4.0	20.5	5.9	4.6	8.6	5.8	8.3
	(2.1)	(2.9)	(4.1)		(3.2)	(2.3)	(8.1)	(3.1)	(2.3)	(2.9)	(3.4)	(5.5)
Employer/military	8.2	4.0	7.7	---	7.5	9.2	0.0	11.1	9.0	9.4	5.2	7.8
	(2.1)	(2.7)	(4.5)		(2.7)	(3.5)	(0.0)	(4.1)	(3.2)	(3.0)	(3.2)	(5.3)
Vocational Rehabilitation	29.9	27.3	27.3	---	30.6	28.8	6.8	30.0	38.0	20.6	41.9	45.2
	(3.4)	(5.8)	(7.0)		(4.5)	(5.2)	(4.9)	(5.7)	(5.0)	(4.0)	(6.8)	(9.3)
Government jobs program	0.6	0.0	0.9	---	0.7	0.5	0.0	0.0	1.4	0.2	0.0	2.9
	(0.6)	(0.0)	(1.6)		(0.9)	(0.8)	(0.0)	(0.0)	(1.3)	(0.5)	(0.0)	(3.3)
Hospital/institution	0.2	0.5	0.0	---	0.2	0.2	0.0	0.2	0.3	0.2	0.6	0.0
	(0.4)	(1.0)	(0.0)		(0.5)	(0.6)	(0.0)	(0.6)	(0.6)	(0.4)	(1.1)	(0.0)
Other sources	15.7	20.6	22.7	---	16.1	15.2	8.9	16.8	17.5	14.8	16.8	17.6
	(2.8)	(5.5)	(7.1)		(3.8)	(4.3)	(5.7)	(4.9)	(4.2)	(3.7)	(5.4)	(7.4)
Number of respondents	508	123	111	13	288	220	83	190	235	303	129	76

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 29B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

Service Characteristics	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Percentage received in the past year:				
Testing/assessment	16.1 (2.4)	29.3 (3.7)	28.8 (2.8)	16.0 (2.6)
Job skills training	13.1 (2.2)	33.0 (3.7)	28.3 (2.7)	14.0 (2.4)
Basic skills training	12.9 (2.2)	31.9 (3.7)	27.7 (2.7)	12.7 (2.3)
Career counseling	18.5 (2.5)	29.7 (3.7)	29.6 (2.8)	18.0 (2.7)
Job placement services	14.9 (2.3)	29.5 (3.6)	28.1 (2.7)	13.5 (2.4)
Number of respondents	744	444	715	650
Percentage received vocational services in the past year from:**				
Secondary school	86.6 (2.8)	26.9 (4.8)	49.4 (4.0)	81.4 (3.8)
Special school	14.7 (4.2)	87.7 (2.8)	70.3 (3.4)	20.0 (5.0)
Postsecondary school	0.9 (0.6)	2.5 (1.2)	2.3 (0.9)	1.1 (0.7)
Family member/friend	5.9 (2.9)	12.4 (3.8)	8.8 (2.6)	6.8 (3.4)
Employer/military	10.5 (3.8)	4.2 (2.3)	6.3 (2.2)	10.8 (4.2)
Vocational Rehabilitation	31.9 (5.3)	33.7 (5.1)	32.4 (4.1)	26.4 (5.6)
Government jobs program	0.2 (0.5)	0.3 (0.7)	0.5 (0.6)	0.8 (1.2)
Hospital/institution	0.2 (0.6)	0.3 (0.7)	0.4 (0.6)	0.0 (0.0)
Other sources	21.1 (5.0)	12.5 (3.8)	17.1 (3.4)	13.8 (4.7)
Number of respondents	206	227	331	177

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 29C: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in the past year:									
Testing/assessment	17.1	21.6	26.5	15.8	25.3	12.2	15.2	20.2	30.1
	(3.5)	(3.7)	(3.6)	(2.9)	(2.9)	(3.6)	(3.1)	(3.3)	(3.8)
Job skills training	16.6	24.3	20.4	18.5	21.9	15.8	17.7	18.8	25.3
	(3.3)	(3.8)	(3.3)	(3.0)	(2.7)	(3.9)	(3.2)	(3.2)	(3.5)
Basic skills training	13.6	20.3	24.3	21.2	20.4	10.8	14.9	17.9	26.8
	(3.1)	(3.5)	(3.5)	(3.2)	(2.7)	(3.4)	(3.0)	(3.1)	(3.6)
Career counseling	17.6	21.9	29.5	22.0	25.9	10.8	16.4	23.1	30.6
	(3.4)	(3.7)	(3.7)	(3.3)	(2.9)	(3.4)	(3.1)	(3.5)	(3.8)
Job placement services	17.7	20.6	22.7	20.1	21.0	13.3	17.9	17.9	25.5
	(3.4)	(3.6)	(3.4)	(3.1)	(2.7)	(3.7)	(3.2)	(3.1)	(3.6)
Number of respondents	310	409	521	327	790	184	407	468	453
Percentage received vocational services in the past year from:**									
Secondary school	61.3	62.1	66.4	61.9	63.4	63.1	53.2	71.0	63.1
	(6.4)	(5.9)	(5.1)	(5.2)	(4.3)	(8.0)	(6.2)	(5.0)	(5.3)
Special school	60.1	52.5	35.1	64.3	43.2	57.0	62.9	43.1	42.6
	(6.4)	(6.4)	(5.9)	(5.2)	(4.8)	(8.8)	(5.8)	(6.0)	(6.2)
Postsecondary school	0.2	2.3	2.5	0.2	2.2	1.3	0.6	1.5	3.2
	(0.4)	(1.3)	(1.3)	(0.4)	(1.0)	(1.2)	(0.7)	(1.0)	(1.4)
Family member/friend	9.3	7.3	8.9	3.3	8.7	8.6	4.8	11.0	7.9
	(4.7)	(3.7)	(3.8)	(2.3)	(3.0)	(5.5)	(3.2)	(4.2)	(3.6)
Employer/military	2.6	11.2	10.8	3.4	10.8	0.0	8.1	7.0	10.4
	(2.5)	(4.5)	(4.1)	(2.4)	(3.3)	(0.0)	(4.1)	(3.5)	(4.1)
Vocational Rehabilitation	29.1	34.6	23.3	25.2	31.5	14.8	34.8	28.4	22.9
	(6.9)	(6.5)	(5.4)	(5.4)	(4.8)	(6.8)	(6.8)	(5.8)	(5.4)
Government jobs program	0.7	0.4	0.9	0.8	0.7	0.0	1.1	0.8	0.2
	(1.3)	(0.9)	(1.3)	(1.2)	(0.9)	(0.0)	(1.5)	(1.2)	(0.6)
Hospital/institution	0.0	0.3	0.0	0.7	0.1	0.0	0.0	0.3	0.0
	(0.0)	(0.8)	(0.0)	(1.1)	(0.4)	(0.0)	(0.0)	(0.7)	(0.0)
Other sources	17.2	13.0	19.6	13.7	15.1	20.3	12.8	17.4	18.0
	(6.0)	(4.8)	(5.3)	(4.4)	(3.8)	(8.0)	(5.0)	(5.1)	(5.1)
Number of respondents	102	158	201	122	309	56	134	177	172

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received counseling/ therapy:												
Never	69.2	73.3	64.2	84.8	67.0	71.7	72.4	66.3	69.6	69.4	67.5	70.2
	(2.2)	(3.1)	(4.7)	(7.5)	(3.0)	(3.1)	(4.2)	(3.9)	(3.3)	(2.8)	(4.8)	(5.0)
For just a few days	4.1	4.1	7.3	0.0	5.4	2.6	5.8	5.2	1.9	5.2	1.4	2.6
	(0.9)	(1.4)	(2.6)	(0.0)	(1.4)	(1.1)	(2.2)	(1.8)	(1.0)	(1.3)	(1.2)	(1.7)
For a few weeks	2.9	2.7	3.6	4.6	3.2	2.5	3.4	2.6	2.7	2.5	3.4	3.4
	(0.8)	(1.1)	(1.8)	(4.4)	(1.1)	(1.1)	(1.7)	(1.3)	(1.2)	(0.9)	(1.9)	(2.0)
For a few months	5.9	5.5	5.2	5.1	4.9	6.9	6.8	6.3	4.9	6.5	7.6	2.1
	(1.1)	(1.6)	(2.2)	(4.6)	(1.4)	(1.8)	(2.4)	(2.0)	(1.6)	(1.5)	(2.7)	(1.6)
For about a year	4.0	4.6	4.9	1.2	4.3	3.7	2.6	4.6	4.5	3.5	4.3	5.5
	(0.9)	(1.5)	(2.1)	(2.3)	(1.3)	(1.3)	(1.5)	(1.7)	(1.5)	(1.1)	(2.1)	(2.5)
For several years or more	14.0	9.8	14.7	4.3	15.2	12.6	9.0	15.1	16.3	12.8	15.9	16.2
	(1.6)	(2.1)	(3.5)	(4.2)	(2.3)	(2.3)	(2.7)	(2.9)	(2.7)	(2.0)	(3.8)	(4.1)
Number of respondents	1426	481	342	49	753	673	377	489	560	913	265	248
Percentage received following hours of counseling/therapy in the past year:												
None	87.4	90.1	84.0	93.7	86.0	89.0	87.6	83.4	90.6	85.1	87.3	95.1
	(1.7)	(2.2)	(3.7)	(5.1)	(2.3)	(2.3)	(3.4)	(3.2)	(2.2)	(2.3)	(3.6)	(2.5)
Less than 10 hours	3.9	2.8	5.3	5.6	4.2	3.7	3.9	7.0	1.4	5.3	3.3	0.2
	(1.0)	(1.2)	(2.2)	(4.8)	(1.4)	(1.4)	(2.0)	(2.2)	(0.9)	(1.4)	(1.9)	(0.5)
10 to 40 hours	4.9	3.9	6.6	0.0	6.1	3.5	6.1	5.5	3.6	5.7	5.4	2.0
	(1.1)	(1.4)	(2.5)	(0.0)	(1.6)	(1.4)	(2.4)	(2.0)	(1.4)	(1.5)	(2.4)	(1.6)
41 to 100 hours	1.9	1.9	2.3	0.6	1.4	2.4	1.1	2.9	1.5	2.1	2.8	0.4
	(0.7)	(1.0)	(1.5)	(1.6)	(0.8)	(1.1)	(1.1)	(1.5)	(0.9)	(0.9)	(1.8)	(0.8)
More than 100 hours	1.9	1.2	1.9	0.1	2.4	1.3	1.2	1.2	2.8	1.9	1.3	2.2
	(0.7)	(0.8)	(1.4)	(0.8)	(1.0)	(0.9)	(1.1)	(0.9)	(1.3)	(0.9)	(1.2)	(1.7)
Number of respondents	1290	454	323	48	677	613	335	444	511	821	242	227
Average hours of counseling/ therapy provided recipients in the past year	7.5	5.8	7.2	1.2	7.6	7.3	7.8	7.3	7.5	8.6	6.4	4.9
	(2.5)	(2.5)	(3.7)	(2.4)	(2.6)	(4.4)	(6.8)	(3.9)	(3.0)	(3.7)	(3.6)	(3.7)
Number of respondents	1290	454	323	48	677	613	335	444	511	821	242	227

Source: Parent interviews.

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

Service Characteristics	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Percentage received counseling/ therapy:				
Never	74.1	64.2	64.1	73.6
	(2.8)	(3.8)	(2.9)	(3.1)
For just a few days	4.7	2.9	4.0	4.1
	(1.4)	(1.3)	(1.2)	(1.4)
For a few weeks	3.6	1.5	2.1	3.5
	(1.2)	(1.0)	(0.9)	(1.3)
For a few months	4.9	7.4	6.7	5.2
	(1.4)	(2.1)	(1.5)	(1.5)
For about a year	4.3	3.8	4.1	4.0
	(1.3)	(1.5)	(1.2)	(1.4)
For several years or more	8.4	20.3	19.0	9.7
	(1.8)	(3.2)	(2.4)	(2.1)
Number of respondents	763	481	760	666
Percentage received following hours of counseling/therapy in the past year:				
None	89.4	82.9	85.5	89.1
	(2.1)	(3.1)	(2.3)	(2.3)
Less than 10 hours	3.3	4.0	3.7	4.1
	(1.2)	(1.6)	(1.2)	(1.5)
10 to 40 hours	4.2	7.5	5.8	4.1
	(1.3)	(2.2)	(1.5)	(1.5)
41 to 100 hours	1.9	2.3	2.1	1.6
	(0.9)	(1.2)	(0.9)	(0.9)
More than 100 hours	1.2	3.4	2.9	1.1
	(0.7)	(1.5)	(1.1)	(0.8)
Number of respondents	726	449	686	604
Average hours of counseling/ therapy provided recipients in the past year	5.5	12.7	8.6	6.5
	(2.2)	(6.3)	(2.8)	(4.0)
Number of respondents	726	449	686	604

Source: Parent interviews.

Table 30C: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/ therapy:									
Never	69.6	72.5	63.8	72.5	67.5	77.0	75.6	69.8	61.8
	(4.1)	(3.9)	(3.9)	(3.4)	(3.1)	(4.7)	(3.6)	(3.7)	(4.0)
For just a few days	3.8	3.2	5.7	1.9	4.9	3.5	1.3	5.1	6.3
	(1.7)	(1.5)	(1.9)	(1.1)	(1.4)	(2.0)	(0.9)	(1.8)	(2.0)
For a few weeks	2.8	1.6	4.6	2.0	3.2	1.9	3.4	2.2	3.3
	(1.5)	(1.1)	(1.7)	(1.1)	(1.1)	(1.5)	(1.5)	(1.2)	(1.5)
For a few months	6.1	5.9	6.5	7.6	5.9	3.1	4.0	7.0	6.6
	(2.1)	(2.1)	(2.0)	(2.0)	(1.5)	(1.9)	(1.6)	(2.1)	(2.0)
For about a year	3.4	4.5	3.8	3.9	3.8	5.2	3.8	2.8	5.7
	(1.6)	(1.8)	(1.5)	(1.5)	(1.3)	(2.5)	(1.6)	(1.3)	(1.9)
For several years or more	14.2	12.3	15.6	12.0	14.8	9.3	11.9	13.1	16.3
	(3.1)	(2.9)	(2.9)	(2.5)	(2.3)	(3.2)	(2.7)	(2.8)	(3.0)
Number of respondents	334	429	539	355	824	181	438	488	466
Percentage received following hours of counseling/therapy in the past year:									
None	86.1	88.8	84.8	91.5	86.8	90.3	90.4	88.6	82.3
	(3.4)	(3.0)	(3.0)	(2.3)	(2.3)	(3.7)	(2.6)	(2.7)	(3.2)
Less than 10 hours	5.0	3.0	4.9	1.3	4.9	2.3	2.3	5.5	4.1
	(2.1)	(1.6)	(1.8)	(0.9)	(1.5)	(1.9)	(1.3)	(2.0)	(1.7)
10 to 40 hours	4.8	4.3	6.6	3.1	5.5	3.5	3.7	2.5	9.5
	(2.1)	(1.9)	(2.1)	(1.4)	(1.6)	(2.3)	(1.7)	(1.4)	(2.5)
41 to 100 hours	2.2	1.2	2.5	2.6	1.0	1.5	1.4	1.8	2.4
	(1.4)	(1.0)	(1.3)	(1.3)	(0.7)	(1.6)	(1.0)	(1.2)	(1.3)
More than 100 hours	2.0	2.7	1.1	1.5	1.7	2.3	2.2	1.6	1.7
	(1.4)	(1.5)	(0.9)	(1.0)	(0.9)	(1.9)	(1.3)	(1.1)	(1.1)
Number of respondents	285	380	512	315	769	146	389	447	430
Average hours of counseling/ therapy provided recipients in the past year	7.4	8.5	7.4	5.7	6.4	7.5	7.7	5.3	9.4
	(3.1)	(5.9)	(4.2)	(2.4)	(3.3)	(4.7)	(5.4)	(2.4)	(4.6)
Number of respondents	285	380	512	315	769	146	389	447	430

Source: Parent interviews

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received counseling/ therapy in the past year from:*												
Secondary school	46.6	61.5	65.3	---	42.0	51.7	58.0	52.5	29.4	52.2	41.6	7.0
	(5.4)	(8.4)	(9.6)		(7.2)	(8.1)	(11.1)	(9.0)	(7.9)	(6.7)	(11.1)	(8.8)
Special school	51.2	21.8	20.3	---	54.0	47.7	37.5	51.6	60.6	50.0	65.5	18.8
	(4.9)	(7.7)	(8.6)		(6.6)	(7.4)	(9.9)	(8.2)	(7.6)	(6.0)	(9.4)	(13.5)
Postsecondary school	0.5	0.4	0.6	---	0.9	0.1	0.0	0.0	1.3	0.1	0.0	2.5
	(0.3)	(0.4)	(0.7)		(0.6)	(0.2)	(0.0)	(0.0)	(0.8)	(0.1)	(0.0)	(1.7)
Family member/friend	8.6	4.0	2.7	---	10.3	6.4	4.2	8.7	11.7	10.3	1.5	11.0
	(3.2)	(3.8)	(3.6)		(4.7)	(4.3)	(4.8)	(5.5)	(5.8)	(4.3)	(3.0)	(10.8)
Private therapist	17.0	19.6	23.2	---	11.6	23.9	15.0	20.4	14.2	19.3	12.3	9.0
	(4.4)	(7.7)	(9.4)		(5.0)	(7.5)	(8.5)	(7.9)	(6.3)	(5.6)	(8.0)	(9.9)
Vocational Rehabilitation	2.3	1.7	2.0	---	2.3	2.3	0.0	1.0	5.6	0.3	3.9	15.4
	(1.7)	(2.5)	(3.1)		(2.3)	(2.6)	(0.0)	(2.0)	(4.2)	(0.7)	(4.7)	(12.5)
Hospital/institution	2.5	4.0	0.0	---	0.9	4.5	4.8	1.1	2.5	2.3	2.7	3.0
	(1.8)	(3.8)	(0.0)		(1.4)	(3.6)	(5.1)	(2.0)	(2.8)	(2.1)	(3.9)	(5.5)
Other source	1.9	2.5	2.6	---	2.2	1.5	2.9	1.8	1.2	1.9	2.3	1.7
	(0.6)	(1.1)	(1.5)		(0.9)	(0.8)	(1.6)	(1.1)	(0.8)	(0.8)	(1.5)	(1.4)
Number of respondents	231	62	65	5	127	104	59	85	87	160	46	25

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* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Percentage received counseling/ therapy in the past year from:*				
Secondary school	70.8	8.5	32.9	63.2
	(7.0)	(4.9)	(6.1)	(8.7)
Special school	5.4	90.6	71.3	18.7
	(3.9)	(3.7)	(5.1)	(7.0)
Postsecondary school	0.4	0.8	1.1	0.0
	(0.4)	(0.7)	(0.6)	(0.0)
Family member/friend	4.2	10.1	7.9	9.5
	(3.5)	(5.3)	(3.7)	(5.7)
Private therapist	23.9	7.9	8.9	27.2
	(7.4)	(4.8)	(3.9)	(8.6)
Vocational Rehabilitation	1.9	1.1	2.7	1.8
	(2.4)	(1.8)	(2.2)	(2.6)
Hospital/institution	1.0	2.5	1.6	3.6
	(1.7)	(2.7)	(1.7)	(3.6)
Other source	2.4	0.6	1.4	2.3
	(1.0)	(0.6)	(0.7)	(1.1)
Number of respondents	104	94	145	86

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* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 30C: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/therapy in the past year from:*									
Secondary school	43.5	37.9	54.6	37.5	43.2	49.2	46.6	54.1	39.4
	(10.2)	(10.7)	(8.9)	(9.7)	(7.6)	(13.5)	(10.7)	(10.2)	(8.5)
Special school	54.1	57.9	33.7	56.6	48.9	61.1	61.9	37.3	44.5
	(9.4)	(9.9)	(7.9)	(8.6)	(7.0)	(13.0)	(9.0)	(9.3)	(8.1)
Postsecondary school	0.2	0.7	0.8	0.2	0.8	0.0	0.0	0.6	1.1
	(0.4)	(0.7)	(0.7)	(0.3)	(0.6)	(0.0)	(0.0)	(0.6)	(0.9)
Family member/friend	2.6	14.3	9.9	0.0	10.6	11.2	15.7	3.4	7.1
	(3.4)	(8.1)	(5.6)	(0.0)	(5.0)	(9.2)	(8.1)	(3.9)	(4.7)
Private therapist	5.1	20.5	26.0	5.1	18.4	16.3	4.3	18.7	25.6
	(4.7)	(9.3)	(8.2)	(4.6)	(6.3)	(10.7)	(4.5)	(8.4)	(8.0)
Vocational Rehabilitation	1.2	3.3	2.9	5.8	1.7	0.0	2.2	2.9	2.2
	(2.3)	(4.1)	(3.1)	(4.9)	(2.1)	(0.0)	(3.3)	(3.6)	(2.7)
Hospital/institution	2.5	1.4	1.1	7.6	1.7	0.0	3.8	2.3	0.5
	(3.3)	(2.8)	(2.0)	(5.4)	(2.1)	(0.0)	(4.2)	(3.2)	(1.2)
Other source	3.1	1.3	1.1	3.8	1.3	0.7	1.9	1.2	2.8
	(1.6)	(1.0)	(0.8)	(1.5)	(0.7)	(1.0)	(1.1)	(0.9)	(1.3)
Number of respondents	57	61	100	48	136	26	61	69	92

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* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received OT/life skills training:												
Never	63.0	75.7	68.0	81.4	62.8	63.2	67.0	63.2	60.0	63.0	63.5	62.3
	(2.3)	(3.0)	(4.6)	(8.1)	(3.1)	(3.4)	(4.4)	(4.0)	(3.6)	(2.9)	(5.1)	(5.5)
For fewer than 12 months	8.7	8.7	8.6	7.5	7.5	10.0	10.1	7.1	9.0	8.9	9.2	7.3
	(1.3)	(2.0)	(2.8)	(5.5)	(1.7)	(2.1)	(2.8)	(2.1)	(2.1)	(1.7)	(3.0)	(2.9)
12 to 24 months	9.0	6.6	7.8	3.8	9.4	8.4	7.9	8.6	10.0	8.3	9.2	11.1
	(1.4)	(1.8)	(2.6)	(4.0)	(1.9)	(2.0)	(2.5)	(2.3)	(2.2)	(1.7)	(3.0)	(3.5)
25 to 48 months	7.0	5.2	6.6	1.8	7.1	6.8	4.8	8.3	7.4	6.6	6.0	9.1
	(1.2)	(1.6)	(2.4)	(2.7)	(1.6)	(1.8)	(2.0)	(2.3)	(1.9)	(1.5)	(2.5)	(3.2)
More than 48 months	12.5	3.8	9.0	5.5	13.2	11.6	10.2	12.8	13.7	13.2	12.1	10.2
	(1.6)	(1.4)	(2.8)	(4.7)	(2.2)	(2.3)	(2.8)	(2.8)	(2.5)	(2.0)	(3.4)	(3.4)
Number of respondents	1406	473	338	50	749	657	379	481	546	909	257	240
Percentage received following hours of OT/life skills training in the past year:												
None	84.2	93.6	84.3	92.6	84.2	84.2	81.0	82.1	88.0	80.7	82.0	97.4
	(1.8)	(1.8)	(3.6)	(5.3)	(2.5)	(2.7)	(4.0)	(3.4)	(2.5)	(2.5)	(4.3)	(1.8)
40 hours or fewer	2.0	1.2	3.5	0.9	2.9	1.1	1.6	3.0	1.5	2.6	2.3	0.0
	(0.7)	(0.8)	(1.8)	(1.9)	(1.1)	(0.8)	(1.3)	(1.5)	(0.9)	(1.0)	(1.7)	(0.0)
41 to 100 hours	3.7	1.3	4.8	4.4	2.8	4.7	4.3	3.7	3.3	4.4	3.0	2.0
	(1.0)	(0.8)	(2.1)	(4.2)	(1.1)	(1.6)	(2.1)	(1.6)	(1.4)	(1.3)	(1.9)	(1.6)
101 to 240 hours	5.1	3.2	2.2	2.1	4.5	5.9	7.7	6.7	2.2	7.1	3.5	0.2
	(1.1)	(1.3)	(1.5)	(3.0)	(1.4)	(1.8)	(2.7)	(2.2)	(1.1)	(1.7)	(2.1)	(0.5)
241 to 480 hours	2.9	0.5	2.4	0.0	3.6	2.2	5.4	1.9	2.1	3.9	2.5	0.4
	(0.9)	(0.5)	(1.5)	(0.0)	(1.3)	(1.1)	(2.3)	(1.2)	(1.1)	(1.2)	(1.7)	(0.8)
More than 480 hours	2.0	0.3	2.8	0.0	2.0	2.0	0.0	2.6	2.9	1.3	6.7	0.0
	(0.7)	(0.4)	(1.6)	(0.0)	(0.9)	(1.0)	(0.0)	(1.4)	(1.3)	(0.7)	(2.8)	(0.0)
Number of respondents	1266	455	330	51	668	598	337	430	499	803	234	229

Source: Parent interviews.

Table 31B: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Percentage received OT/life skills training:				
Never	75.3	39.5	45.7	77.7
	(2.8)	(3.3)	(3.1)	(2.9)
For fewer than 12 months	8.7	9.3	11.1	6.6
	(1.8)	(2.3)	(1.9)	(1.7)
12 to 24 months	6.4	11.4	12.3	6.1
	(1.6)	(2.6)	(2.0)	(1.7)
25 to 48 months	4.1	11.5	8.7	5.5
	(1.3)	(2.6)	(1.7)	(1.6)
More than 48 months	5.5	28.3	22.3	4.1
	(1.5)	(3.6)	(2.6)	(1.4)
Number of respondents	755	469	749	657
Percentage received following hours of OT/life skills training in the past year:				
None	90.7	71.2	75.6	91.2
	(1.9)	(4.0)	(2.8)	(2.1)
40 hours or fewer	2.0	1.6	2.9	1.3
	(0.9)	(1.1)	(1.1)	(0.9)
41 to 100 hours	2.9	4.4	5.4	2.3
	(1.1)	(1.8)	(1.5)	(1.1)
101 to 240 hours	2.6	9.9	7.6	3.2
	(1.0)	(2.6)	(1.7)	(1.3)
241 to 480 hours	1.1	8.0	5.2	1.1
	(0.7)	(2.4)	(1.5)	(0.8)
More than 480 hours	0.7	4.8	3.3	0.9
	(0.6)	(1.9)	(1.2)	(0.7)
Number of respondents	736	411	662	604

Source: Parent interviews.

Table 31C: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received OT/life skills training:									
Never	62.0	63.0	62.0	62.8	60.2	71.5	67.9	61.6	59.9
	(4.4)	(4.2)	(4.0)	(3.8)	(3.2)	(4.9)	(3.9)	(4.0)	(4.0)
For fewer than 12 months	7.6	6.5	10.7	8.8	8.8	9.7	8.3	7.0	10.0
	(2.4)	(2.2)	(2.5)	(2.2)	(1.9)	(3.2)	(2.3)	(2.1)	(2.5)
12 to 24 months	9.9	9.5	9.2	9.1	9.2	7.9	8.2	10.3	8.4
	(2.7)	(2.6)	(2.3)	(2.2)	(1.9)	(2.9)	(2.3)	(2.5)	(2.3)
25 to 48 months	4.9	6.6	8.9	7.8	7.2	5.5	5.0	7.8	8.3
	(1.9)	(2.2)	(2.3)	(2.1)	(1.7)	(2.5)	(1.8)	(2.2)	(2.3)
More than 48 months	15.6	14.4	9.2	11.6	14.6	5.3	10.6	13.4	13.4
	(3.3)	(3.1)	(2.3)	(2.5)	(2.3)	(2.4)	(2.6)	(2.8)	(2.8)
Number of respondents	326	421	534	345	806	186	426	487	460
Percentage received following hours of OT/life skills training in the past year:									
None	85.1	84.5	80.7	90.5	81.0	89.6	87.4	85.4	78.6
	(3.4)	(3.4)	(3.3)	(2.5)	(2.7)	(3.7)	(3.0)	(3.0)	(3.6)
40 hours or fewer	1.4	2.5	2.4	0.4	2.7	2.0	1.2	1.7	3.2
	(1.1)	(1.5)	(1.3)	(0.5)	(1.1)	(1.7)	(1.0)	(1.1)	(1.5)
41 to 100 hours	1.3	5.4	4.6	1.5	4.6	3.0	4.6	3.8	2.8
	(1.1)	(2.1)	(1.8)	(1.0)	(1.4)	(2.1)	(1.9)	(1.6)	(1.4)
101 to 240 hours	6.1	1.9	7.7	3.3	5.8	4.7	3.1	4.9	7.7
	(2.3)	(1.3)	(2.2)	(1.5)	(1.6)	(2.6)	(1.6)	(1.8)	(2.3)
241 to 480 hours	3.6	2.8	3.3	3.5	3.2	0.8	1.7	2.6	5.1
	(1.8)	(1.6)	(1.5)	(1.6)	(1.2)	(1.1)	(1.2)	(1.4)	(1.9)
More than 480 hours	2.4	2.8	1.3	0.8	2.7	0.0	2.0	1.6	2.6
	(1.5)	(1.6)	(1.0)	(0.8)	(1.1)	(0.0)	(1.3)	(1.1)	(1.4)
Number of respondents	282	373	501	303	746	154	377	442	418

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours of OT/life skills training provided recipients in the past year	44.6	13.2	36.1	7.5	51.1	37.3	36.5	48.6	46.8	44.1	93.0	3.3
	(8.7)	(6.1)	(13.1)	(6.9)	(13.9)	(9.9)	(9.4)	(15.2)	(16.2)	(9.1)	(33.8)	(3.0)
Number of respondents	1266	455	330	51	668	598	337	430	499	803	234	229
Percentage received OT/life skills training in the past year from:*												
Secondary school	14.3	11.2	17.9	---	11.7	17.1	12.9	17.2	11.5	15.8	10.2	0.0
	(2.2)	(2.6)	(4.3)		(2.8)	(3.3)	(3.7)	(3.7)	(3.7)	(2.6)	(3.7)	(0.0)
Special school	26.7	12.6	6.7	---	30.8	22.0	31.3	23.9	26.2	27.5	25.3	16.0
	(3.2)	(5.7)	(5.2)		(4.5)	(4.6)	(6.8)	(5.1)	(5.2)	(3.9)	(6.3)	(15.8)
Postsecondary school	0.4	0.0	0.1	---	0.6	0.3	0.0	0.0	1.1	0.0	0.0	2.3
	(0.3)	(0.0)	(0.4)		(0.5)	(0.3)	(0.0)	(0.0)	(0.7)	(0.0)	(0.0)	(1.6)
Private therapist	0.6	2.5	1.2	---	0.5	0.8	0.0	0.7	1.1	0.8	0.0	0.0
	(0.8)	(3.3)	(2.6)		(1.0)	(1.3)	(0.0)	(1.5)	(1.7)	(1.1)	(0.0)	(0.0)
Vocational Rehabilitation	3.1	0.0	0.8	---	0.7	5.8	0.0	6.6	1.9	3.3	1.5	6.0
	(1.8)	(0.0)	(2.1)		(1.1)	(3.5)	(0.0)	(4.4)	(2.3)	(2.1)	(2.6)	(10.2)
Hospital/institution	0.4	0.0	0.0	---	0.8	0.0	0.0	0.4	0.7	0.0	1.3	2.6
	(0.6)	(0.0)	(0.0)		(1.2)	(0.0)	(0.0)	(1.2)	(1.4)	(0.0)	(2.4)	(6.3)
Other source	8.7	10.2	10.4	---	7.6	10.0	7.1	3.7	15.8	5.1	8.8	50.4
	(2.9)	(6.4)	(7.2)		(3.7)	(4.5)	(4.8)	(3.3)	(6.1)	(2.6)	(6.0)	(19.8)
Number of respondents	299	52	57	5	156	143	94	104	101	224	59	16

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* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 31B: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Average hours of OT/life skills training provided recipients in the past year	18.1	100	73.7	20.9
	(6.4)	(21.8)	(14.8)	(8.0)
Number of respondents	736	411	662	604
Percentage received OT/life skills training in the past year from:*				
Secondary school	12.8	11.0	18.4	11.5
	(2.4)	(4.1)	(3.3)	(2.8)
Special school	7.5	31.4	30.7	14.5
	(4.5)	(3.8)	(3.5)	(5.8)
Postsecondary school	0.1	1.3	0.9	0.0
	(0.2)	(0.9)	(0.6)	(0.0)
Private therapist	0.8	0.7	0.5	0.9
	(1.6)	(1.1)	(0.8)	(2.0)
Vocational Rehabilitation	1.1	4.4	1.2	7.5
	(1.9)	(2.7)	(1.2)	(5.5)
Hospital/institution	0.0	0.5	0.6	0.0
	(0.0)	(0.9)	(0.8)	(0.0)
Other source	10.7	3.7	6.6	13.8
	(5.5)	(2.5)	(2.7)	(7.2)
Number of respondents	98	165	225	74

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* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 31C: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of OT/life skills training provided recipients in the past year	41.8	54.7	45.3	27.0	56.1	14.4	42.3	40.8	54.5
	(13.8)	(21.3)	(13.5)	(9.2)	(14.2)	(6.2)	(17.9)	(15.0)	(12.9)
Number of respondents	282	373	501	303	746	154	377	442	418
Percentage received OT/life skills training in the past year from:*									
Secondary school	16.7	14.2	18.6	13.0	17.2	13.0	15.6	17.4	15.1
	(4.7)	(4.4)	(4.1)	(3.7)	(3.3)	(5.4)	(4.6)	(4.2)	(3.8)
Special school	24.1	33.5	27.2	24.1	30.3	31.4	26.5	23.9	36.1
	(5.8)	(7.0)	(6.0)	(5.1)	(4.9)	(10.0)	(5.9)	(5.9)	(6.4)
Postsecondary school	0.0	0.1	1.1	0.2	0.6	0.4	0.0	0.8	0.6
	(0.0)	(0.3)	(0.8)	(0.3)	(0.5)	(0.7)	(0.0)	(0.7)	(0.6)
Private therapist	2.2	0.0	0.0	2.0	0.4	0.0	0.0	0.8	1.0
	(2.9)	(0.0)	(0.0)	(2.5)	(0.8)	(0.0)	(0.0)	(1.7)	(1.6)
Vocational Rehabilitation	1.0	1.4	6.5	2.8	3.3	2.4	1.7	0.6	6.8
	(1.9)	(2.5)	(4.0)	(2.9)	(2.4)	(4.2)	(2.5)	(1.5)	(4.0)
Hospital/institution	0.0	0.0	0.0	1.3	0.2	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(2.0)	(0.7)	(0.0)	(0.0)	(0.0)	(0.0)
Other source	7.5	3.7	13.9	12.1	7.8	9.8	8.4	8.7	8.4
	(5.2)	(3.9)	(5.6)	(5.7)	(3.6)	(8.2)	(5.4)	(5.3)	(4.4)
Number of respondents	68	77	134	66	193	29	78	92	121

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* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage used a tutor/reader/ interpreter:												
Never	39.5	46.0	36.0	53.2	37.0	42.4	40.3	42.5	36.6	42.1	37.6	32.8
	(2.3)	(3.5)	(4.7)	(10.3)	(3.1)	(3.4)	(4.6)	(4.1)	(3.5)	(2.9)	(5.0)	(5.1)
For just a few days	1.9	1.0	1.1	1.9	2.3	1.5	1.9	0.7	2.9	1.4	2.3	3.4
	(0.6)	(0.7)	(1.0)	(2.8)	(1.0)	(0.8)	(1.3)	(0.7)	(1.2)	(0.7)	(1.6)	(2.0)
For a few weeks	1.6	1.3	1.0	2.6	1.9	1.3	1.1	2.6	1.2	1.6	2.6	0.8
	(0.6)	(0.8)	(1.0)	(3.3)	(0.9)	(0.8)	(1.0)	(1.3)	(0.8)	(0.8)	(1.6)	(1.0)
For a few months	4.6	3.8	5.0	6.1	4.4	4.8	4.4	4.5	4.7	4.6	4.3	4.8
	(1.0)	(1.3)	(2.1)	(4.9)	(1.3)	(1.5)	(1.9)	(1.7)	(1.5)	(1.2)	(2.1)	(2.4)
For about a year	5.3	5.5	6.3	2.2	5.6	4.9	6.8	5.9	3.7	5.8	5.2	3.5
	(1.0)	(1.6)	(2.4)	(3.0)	(1.5)	(1.5)	(2.4)	(1.9)	(1.4)	(1.4)	(2.3)	(2.0)
For several years or more	47.1	42.4	50.5	34.1	48.8	45.1	45.4	43.8	50.9	44.5	48.1	54.6
	(2.3)	(3.4)	(4.9)	(9.8)	(3.2)	(3.5)	(4.7)	(4.1)	(3.6)	(3.0)	(5.2)	(5.5)
Number of respondents	1434	488	345	50	757	677	385	485	564	922	261	251
Percentage used following hours of a tutor/reader/interpreter in the past year:												
None	61.0	68.9	54.4	72.8	60.2	62.0	54.2	61.0	65.4	57.0	60.0	74.3
	(2.5)	(3.3)	(5.1)	(9.3)	(3.4)	(3.7)	(4.9)	(4.5)	(3.7)	(3.2)	(5.6)	(5.1)
Fewer than 40 hours	4.3	4.5	4.4	0.7	4.3	4.3	6.9	2.1	4.5	3.9	4.0	5.9
	(1.0)	(1.5)	(2.1)	(1.8)	(1.4)	(1.5)	(2.5)	(1.3)	(1.6)	(1.3)	(2.2)	(2.8)
40 to 100 hours	4.7	3.6	6.4	1.1	4.6	4.8	6.0	5.3	3.4	5.3	5.7	2.0
	(1.1)	(1.3)	(2.5)	(2.2)	(1.4)	(1.6)	(2.4)	(2.1)	(1.4)	(1.5)	(2.6)	(1.6)
101 to 240 hours	6.1	6.8	6.4	5.1	6.1	6.1	9.6	5.6	4.4	8.0	5.0	1.4
	(1.2)	(1.8)	(2.5)	(4.6)	(1.7)	(1.8)	(2.9)	(2.1)	(1.6)	(1.8)	(2.5)	(1.4)
241 to 480 hours	4.9	4.0	7.3	3.7	6.0	3.5	4.9	4.5	5.1	4.3	6.7	5.0
	(1.1)	(1.4)	(2.7)	(4.0)	(1.6)	(1.4)	(2.2)	(1.9)	(1.7)	(1.3)	(2.8)	(2.6)
More than 480 hours	19.0	12.3	21.1	16.5	18.7	19.3	18.5	21.5	17.2	21.5	18.6	11.4
	(2.0)	(2.3)	(4.2)	(7.8)	(2.7)	(3.0)	(3.9)	(3.8)	(3.0)	(2.7)	(4.4)	(3.7)
Number of respondents	1224	441	317	49	647	577	328	408	488	779	222	223

Source: Parent interviews

Table 32B: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH HEARING IMPAIRMENTS

Service Characteristics	Type of School Attended: Regular School	Type of School Attended: Special School	Degree of Hearing Loss: Deaf	Degree of Hearing Loss: Hard of Hearing
Percentage used a tutor/reader/interpreter:				
Never	40.2 (3.2)	33.8 (3.8)	28.0 (2.7)	49.3 (3.5)
For just a few days	1.0 (0.6)	2.6 (1.3)	1.9 (0.8)	1.9 (0.9)
For a few weeks	1.5 (0.8)	1.9 (1.1)	2.4 (0.9)	1.0 (0.7)
For a few months	4.9 (1.4)	3.7 (1.5)	4.1 (1.2)	5.0 (1.5)
For about a year	5.7 (1.5)	5.0 (1.7)	5.3 (1.4)	5.3 (1.6)
For several years or more	46.7 (3.2)	53.0 (4.0)	58.4 (3.0)	37.5 (3.4)
Number of respondents	773	476	760	674
Percentage used following hours of a tutor/reader/interpreter in the past year:				
None	62.1 (3.3)	55.6 (4.3)	50.2 (3.3)	69.7 (3.4)
Fewer than 40 hours	4.2 (1.3)	4.7 (1.8)	5.1 (1.5)	3.7 (1.4)
40 to 100 hours	4.6 (1.4)	6.2 (2.1)	4.8 (1.4)	4.7 (1.6)
101 to 240 hours	6.9 (1.7)	5.9 (2.0)	6.6 (1.7)	5.8 (1.7)
241 to 480 hours	5.3 (1.5)	2.6 (1.4)	6.7 (1.7)	3.4 (1.4)
More than 480 hours	17.0 (2.5)	25.1 (3.7)	26.6 (2.9)	12.8 (2.5)
Number of respondents	730	401	635	589

Source: Parent interviews.

Table 32C: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH HEARING IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage used a tutor/reader/interpreter:									
Never	49.3	40.8	30.1	42.5	33.0	68.3	49.5	38.9	28.8
	(4.4)	(4.3)	(3.7)	(3.8)	(3.1)	(5.0)	(4.1)	(4.0)	(3.7)
For just a few days	1.3	0.9	3.5	3.0	1.7	1.3	2.2	1.5	2.2
	(1.0)	(0.8)	(1.5)	(1.3)	(0.9)	(1.2)	(1.2)	(1.0)	(1.2)
For a few weeks	2.2	1.4	1.5	3.1	1.3	1.4	1.9	1.6	1.3
	(1.3)	(1.0)	(1.0)	(1.3)	(0.7)	(1.3)	(1.1)	(1.0)	(0.9)
For a few months	3.9	5.8	3.0	5.6	4.7	1.1	3.5	6.4	3.6
	(1.7)	(2.0)	(1.4)	(1.8)	(1.4)	(1.1)	(1.5)	(2.0)	(1.5)
For about a year	5.8	4.4	6.6	5.7	4.7	7.4	3.3	6.8	6.1
	(2.1)	(1.8)	(2.0)	(1.8)	(1.4)	(2.8)	(1.5)	(2.0)	(2.0)
For several years or more	37.4	46.6	55.3	40.1	54.6	20.5	39.6	44.8	58.0
	(4.2)	(4.4)	(4.0)	(3.8)	(3.3)	(4.4)	(4.0)	(4.0)	(4.0)
Number of respondents	341	428	542	350	826	188	444	490	467
Percentage used following hours of a tutor/reader/interpreter in the past year:									
None	68.9	62.4	51.2	67.1	54.7	85.0	75.7	58.4	48.0
	(4.5)	(4.6)	(4.3)	(4.1)	(3.5)	(4.5)	(3.9)	(4.3)	(4.4)
Fewer than 40 hours	2.4	3.7	6.5	4.6	4.2	4.6	4.0	3.3	5.9
	(1.5)	(1.8)	(2.1)	(1.8)	(1.4)	(2.6)	(1.8)	(1.6)	(2.1)
40 to 100 hours	5.3	4.0	5.7	4.0	5.5	2.0	1.4	7.0	5.9
	(2.2)	(1.9)	(2.0)	(1.7)	(1.6)	(1.8)	(1.1)	(2.2)	(2.1)
101 to 240 hours	5.7	6.5	6.7	6.8	6.1	2.6	4.1	6.8	8.1
	(2.3)	(2.4)	(2.1)	(2.2)	(1.7)	(2.0)	(1.8)	(2.2)	(2.4)
241 to 480 hours	2.8	2.2	9.0	4.1	5.7	1.9	2.0	6.1	6.8
	(1.6)	(1.4)	(2.5)	(1.7)	(1.6)	(1.7)	(1.3)	(2.1)	(2.2)
More than 480 hours	14.9	21.2	20.9	13.4	23.8	3.9	12.8	18.5	25.3
	(3.4)	(3.9)	(3.5)	(2.9)	(3.0)	(2.4)	(3.1)	(3.4)	(3.8)
Number of respondents	281	356	490	289	731	145	361	426	413

Source: Parent interviews.

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours provided to recipients of a tutor/reader/interpreter in the past year	317	180	351	326	302	335	316	339	301	350	344	194
	(36.9)	(35.7)	(77.6)	(156)	(48.3)	(56.6)	(76.0)	(60.8)	(57.8)	(47.7)	(89.0)	(72.5)
Number of respondents	1224	441	317	49	647	577	328	408	488	779	222	223
Percentage whose tutor/reader/interpreter in the past year was:*												
Staff from secondary school	59.2	85.9	76.0	---	53.8	64.9	71.4	68.5	39.3	68.6	58.9	0.5
	(3.2)	(3.4)	(5.6)		(4.6)	(4.5)	(5.8)	(5.2)	(5.2)	(3.8)	(6.8)	(1.4)
Staff from a special school	31.8	12.9	10.0	---	33.4	29.9	24.4	36.2	34.0	33.5	40.7	8.1
	(3.2)	(3.6)	(4.2)		(4.4)	(4.5)	(5.8)	(5.6)	(5.0)	(3.9)	(7.1)	(5.4)
From a postsecondary school	3.6	2.1	5.5	---	4.7	2.4	0.2	0.2	8.7	0.2	2.9	15.8
	(0.9)	(1.0)	(2.2)		(1.3)	(1.0)	(0.4)	(0.3)	(2.0)	(0.2)	(1.7)	(4.0)
A family member/friend	26.3	17.7	18.3	---	22.7	30.6	27.9	31.5	20.0	29.3	17.7	22.2
	(3.1)	(4.3)	(5.5)		(4.1)	(4.8)	(6.2)	(5.7)	(4.5)	(4.0)	(5.8)	(8.2)
Another student	2.8	3.8	0.5	---	3.7	1.9	2.5	3.9	2.2	3.4	0.9	2.6
	(1.2)	(2.1)	(1.0)		(1.8)	(1.4)	(2.2)	(2.4)	(1.6)	(1.6)	(1.4)	(3.1)
A private tutor/aide	1.2	0.3	2.8	---	0.4	2.1	1.1	2.4	0.2	1.5	1.0	0.0
	(0.8)	(0.6)	(2.4)		(0.6)	(1.5)	(1.5)	(1.9)	(0.5)	(1.1)	(1.5)	(0.0)
From Vocational Rehabilitation	1.3	0.0	0.0	---	2.0	0.5	0.0	0.0	3.6	0.0	0.7	9.2
	(0.8)	(0.0)	(0.0)		(1.4)	(0.7)	(0.0)	(0.0)	(2.1)	(0.0)	(1.3)	(5.7)
From another source	6.1	3.8	7.7	---	8.0	3.9	4.8	6.4	6.6	5.0	8.9	7.2
	(1.1)	(1.3)	(2.6)		(1.7)	(1.3)	(2.0)	(2.0)	(1.7)	(1.3)	(2.8)	(2.8)
Number of respondents	609	183	156	14	311	298	173	210	226	412	119	77

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* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 32B: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Average hours provided to recipients of a tutor/reader/interpreter in the past year	271	465	453	208
	(42.5)	(81.8)	(57.8)	(41.7)
Number of respondents	709	401	635	589
Percentage whose tutor/reader/interpreter in the past year was:*				
Staff from secondary school	84.8	13.0	43.7	78.7
	(3.1)	(3.8)	(3.9)	(4.4)
Staff from a special school	3.6	73.4	44.3	13.1
	(1.8)	(4.5)	(3.9)	(4.0)
From a postsecondary school	3.6	3.3	5.1	2.3
	(1.2)	(1.4)	(1.3)	(1.1)
A family member/friend	21.4	35.8	27.6	24.4
	(4.1)	(5.5)	(3.7)	(5.2)
Another student	2.8	2.1	1.4	4.9
	(1.6)	(1.7)	(1.0)	(2.6)
A private tutor/aide	1.5	1.0	0.7	1.9
	(1.2)	(1.2)	(0.7)	(1.6)
From Vocational Rehabilitation	0.0	1.3	2.2	0.0
	(0.0)	(1.3)	(1.2)	(0.0)
From another source	5.1	8.1	9.5	3.1
	(1.4)	(2.1)	(1.7)	(1.2)
Number of respondents	323	222	386	223

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* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 32C: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours provided to recipients of a tutor/reader/interpreter in the past year	271	360	349	174	418	52.0	199	324	442
	(71.7)	(79.6)	(57.8)	(36.5)	(59.2)	(24.3)	(52.5)	(65.6)	(72.9)
Number of respondents	281	356	490	289	731	145	361	426	413
Percentage whose tutor/reader/interpreter in the past year was:*									
Staff from secondary school	57.4	58.4	56.4	53.1	56.1	70.8	54.8	60.8	55.7
	(6.7)	(6.6)	(5.3)	(5.8)	(4.5)	(9.0)	(6.7)	(5.8)	(5.3)
Staff from a special school	44.1	33.3	20.0	44.6	28.1	32.7	44.2	23.1	29.2
	(6.7)	(6.4)	(4.4)	(5.7)	(4.1)	(9.6)	(6.7)	(5.0)	(4.9)
From a postsecondary school	1.2	2.2	7.5	1.3	4.8	1.7	1.6	4.5	5.5
	(1.0)	(1.3)	(2.1)	(0.9)	(1.4)	(1.5)	(1.1)	(1.7)	(1.8)
A family member/friend	26.8	29.5	26.5	13.2	29.4	30.2	22.2	25.7	30.9
	(6.5)	(6.5)	(4.9)	(4.2)	(4.3)	(10.5)	(6.1)	(5.4)	(5.1)
Another student	3.0	3.5	2.1	3.8	2.9	1.3	2.1	2.6	3.8
	(2.5)	(2.6)	(1.6)	(2.3)	(1.6)	(2.6)	(2.1)	(1.9)	(2.1)
A private tutor/aide	0.3	0.9	2.1	3.1	0.8	0.0	0.0	0.5	2.8
	(0.8)	(1.3)	(1.6)	(2.1)	(0.8)	(0.0)	(0.0)	(0.9)	(1.8)
From Vocational Rehabilitation	1.1	2.3	0.8	1.4	1.4	0.0	3.4	0.9	0.4
	(1.5)	(2.1)	(1.0)	(1.5)	(1.1)	(0.0)	(2.7)	(1.1)	(0.7)
From another source	4.1	5.8	8.2	6.9	6.9	1.3	3.2	6.8	8.5
	(1.8)	(2.1)	(2.2)	(1.9)	(1.7)	(1.3)	(1.5)	(2.1)	(2.3)
Number of respondents	122	163	286	137	401	42	138	213	252

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* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 33A: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

Service Characteristics	Total	Community: Urban	Community: Suburban	Community: Rural	Gender: Male	Gender: Female	Age in 1987: 15-16	Age in 1987: 17-18	Age in 1987: 19 or older	School Status: In-School	School Status: Out 1 year or less	School Status: Out 1 - 2 Years
Percentage received speech/ language therapy:												
Never	14.4	18.2	8.9	25.6	14.9	13.9	11.7	15.8	15.2	13.0	15.2	18.6
	(1.6)	(2.7)	(2.8)	(9.0)	(2.3)	(2.4)	(3.0)	(3.0)	(2.6)	(2.0)	(3.8)	(4.3)
For just a few days	0.5	0.2	0.0	2.5	0.1	1.0	0.2	0.3	0.9	0.7	0.4	0.0
	(0.3)	(0.3)	(0.0)	(3.3)	(0.2)	(0.7)	(0.4)	(0.4)	(0.7)	(0.5)	(0.7)	(0.0)
For a few weeks	1.0	1.8	0.5	1.6	1.1	0.9	1.6	1.3	0.4	1.1	1.4	0.7
	(0.5)	(0.9)	(0.7)	(2.6)	(0.7)	(0.7)	(1.2)	(0.9)	(0.5)	(0.6)	(1.2)	(0.9)
For a few months	3.0	3.2	4.6	0.0	3.5	2.5	4.7	1.6	3.1	3.2	2.4	2.9
	(0.8)	(1.2)	(2.1)	(0.0)	(1.2)	(1.1)	(2.0)	(1.0)	(1.3)	(1.0)	(1.6)	(1.9)
For about a year	3.7	5.4	2.5	2.5	4.5	2.8	3.5	4.0	3.6	3.9	4.1	2.7
	(0.9)	(1.6)	(1.5)	(3.2)	(1.3)	(1.2)	(1.7)	(1.6)	(1.3)	(1.1)	(2.1)	(1.8)
For several years or more	77.3	71.2	83.4	67.8	75.8	78.9	78.3	77.1	76.8	78.2	76.4	75.1
	(2.0)	(3.2)	(3.6)	(9.7)	(2.7)	(2.9)	(3.9)	(3.4)	(3.1)	(2.5)	(4.5)	(4.8)
Number of respondents	1432	479	342	50	762	670	382	491	559	927	256	249
Percentage received following hours of speech/language therapy in the past year:												
None	55.0	58.8	52.7	56.8	57.7	51.8	41.8	47.9	68.8	42.8	54.3	90.9
	(2.6)	(3.6)	(5.2)	(10.6)	(3.5)	(3.9)	(5.2)	(4.7)	(3.7)	(3.4)	(5.7)	(3.3)
Fewer than 40 hours	10.6	10.4	11.7	10.6	11.2	9.9	16.3	13.7	4.6	14.4	8.2	1.5
	(1.6)	(2.2)	(3.4)	(6.6)	(2.2)	(2.3)	(3.9)	(3.2)	(1.7)	(2.4)	(3.1)	(1.4)
40 to 100 hours	11.2	10.4	12.0	19.8	12.0	10.3	18.0	9.9	8.0	14.8	10.7	1.3
	(1.7)	(2.2)	(3.4)	(8.5)	(2.3)	(2.4)	(4.0)	(2.8)	(2.2)	(2.4)	(3.5)	(1.3)
101 to 240 hours	17.0	12.9	16.7	12.9	12.2	22.5	17.6	20.0	14.4	20.3	21.8	3.5
	(2.0)	(2.4)	(3.9)	(7.2)	(2.3)	(3.3)	(4.0)	(3.7)	(2.8)	(2.7)	(4.7)	(2.1)
More than 240 hours	6.2	7.4	6.9	0.0	6.9	5.4	6.4	8.4	4.3	7.8	4.9	2.8
	(1.3)	(1.9)	(2.7)	(0.0)	(1.8)	(1.8)	(2.6)	(2.6)	(1.6)	(1.8)	(2.5)	(1.9)
Number of respondents	1185	422	306	47	629	556	312	393	480	734	224	227

Source: Parent interviews.

Table 33B: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

Service Characteristics	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Percentage received speech/ language therapy:				
Never	15.0 (2.3)	9.6 (2.3)	9.5 (1.8)	18.6 (2.7)
For just a few days	0.5 (0.5)	0.7 (0.7)	0.4 (0.4)	0.6 (0.5)
For a few weeks	1.1 (0.7)	1.0 (0.8)	1.2 (0.7)	0.9 (0.7)
For a few months	2.8 (1.1)	2.7 (1.3)	1.9 (0.8)	4.0 (1.4)
For about a year	3.8 (1.2)	3.5 (1.5)	3.7 (1.1)	3.7 (1.3)
For several years or more	76.7 (2.7)	82.5 (3.0)	83.2 (2.3)	72.2 (3.1)
Number of respondents	765	482	770	662
Percentage received following hours of speech/language therapy in the past year:				
None	55.4 (3.4)	45.6 (4.4)	49.7 (3.4)	59.4 (3.8)
Fewer than 40 hours	11.0 (2.2)	10.3 (2.7)	9.8 (2.0)	11.3 (2.5)
40 to 100 hours	13.5 (2.4)	8.4 (2.5)	9.6 (2.0)	12.6 (2.6)
101 to 240 hours	14.3 (2.4)	28.0 (4.0)	21.7 (2.8)	13.1 (2.6)
More than 240 hours	5.8 (1.6)	7.7 (2.4)	9.2 (2.0)	3.7 (1.5)
Number of respondents	683	389	624	561

Source: Parent interviews

Table 33C: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received speech/ language therapy:									
Never	12.3	15.3	12.4	12.5	11.0	35.3	18.4	11.7	11.4
	(2.9)	(3.2)	(2.6)	(2.6)	(2.0)	(5.3)	(3.2)	(2.6)	(2.6)
For just a few days	0.4	1.1	0.0	0.8	0.5	0.0	0.3	1.1	0.0
	(0.6)	(0.9)	(0.0)	(0.7)	(0.4)	(0.0)	(0.5)	(0.8)	(0.0)
For a few weeks	1.6	0.6	1.0	2.0	0.8	1.0	1.2	0.9	1.0
	(1.1)	(0.7)	(0.8)	(1.1)	(0.6)	(1.1)	(0.9)	(0.8)	(0.8)
For a few months	4.3	4.0	1.4	3.1	2.5	5.1	2.5	4.0	2.6
	(1.8)	(1.7)	(0.9)	(1.3)	(1.0)	(2.5)	(1.3)	(1.6)	(1.3)
For about a year	3.8	5.3	2.8	3.7	2.8	8.0	4.3	3.0	4.0
	(1.7)	(2.0)	(1.3)	(1.5)	(1.1)	(3.0)	(1.7)	(1.4)	(1.6)
For several years or more	77.5	73.7	82.6	77.9	82.4	50.5	73.1	79.3	80.9
	(3.7)	(3.9)	(3.0)	(3.2)	(2.5)	(5.6)	(3.7)	(3.3)	(3.2)
Number of respondents	332	425	546	353	831	181	435	493	469
Percentage received following hours of speech/language therapy in the past year:									
None	51.8	57.1	52.3	53.0	53.2	67.5	62.6	54.7	46.6
	(5.2)	(4.9)	(4.3)	(4.4)	(3.5)	(6.2)	(4.6)	(4.6)	(4.4)
Fewer than 40 hours	7.6	10.1	12.0	7.1	12.2	8.6	8.3	9.3	13.2
	(2.8)	(3.0)	(2.8)	(2.3)	(2.3)	(3.7)	(2.6)	(2.7)	(3.0)
40 to 100 hours	10.3	10.4	14.7	10.4	11.3	12.0	9.0	11.1	14.5
	(3.2)	(3.0)	(3.0)	(2.7)	(2.3)	(4.3)	(2.7)	(2.9)	(3.1)
101 to 240 hours	21.3	17.6	14.7	19.0	18.0	8.2	16.7	17.8	17.4
	(4.3)	(3.7)	(3.0)	(3.5)	(2.7)	(3.6)	(3.5)	(3.5)	(3.3)
More than 240 hours	8.9	4.7	6.4	10.4	5.3	3.6	3.4	7.1	8.3
	(3.0)	(2.1)	(2.1)	(2.7)	(1.6)	(2.5)	(1.7)	(2.4)	(2.4)
Number of respondents	251	347	489	277	717	137	343	405	410

Source: Parent interviews

Table 33A: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours of speech/language therapy provided recipients in the past year	71.8	72.4	70.1	34.6	70.1	73.7	73.7	88.6	57.3	86.1	77.9	25.0
	(8.3)	(13.1)	(15.2)	(9.9)	(11.8)	(11.7)	(13.9)	(15.6)	(13.1)	(10.7)	(19.0)	(17.4)
Number of respondents	1185	422	306	47	629	556	312	393	480	734	224	227
Percentage received speech/language therapy in the past year from:*												
Secondary school	68.8	90.3	89.3	91.3	65.5	71.9	77.5	70.8	56.2	71.5	66.2	30.6
	(2.8)	(2.6)	(3.8)	(8.1)	(4.1)	(3.9)	(4.7)	(4.5)	(5.3)	(3.2)	(6.0)	(13.5)
Special school	41.6	15.2	9.8	17.6	44.1	38.9	34.1	42.1	49.2	40.5	52.1	17.9
	(3.1)	(3.6)	(4.1)	(11.7)	(4.3)	(4.5)	(5.5)	(5.1)	(5.5)	(3.6)	(6.8)	(11.2)
Postsecondary school	1.5	1.8	2.8	0.0	1.9	1.1	0.0	0.0	5.1	0.0	2.4	22.8
	(0.8)	(1.3)	(2.2)	(0.0)	(1.2)	(1.0)	(0.0)	(0.0)	(2.5)	(0.0)	(2.2)	(12.3)
Family member/friend	6.4	4.2	10.3	0.3	8.1	4.6	5.7	8.2	4.7	6.6	6.3	2.9
	(1.6)	(2.0)	(4.2)	(1.7)	(2.5)	(2.0)	(2.8)	(3.0)	(2.5)	(1.9)	(3.5)	(4.9)
Private therapist	3.3	1.9	6.2	5.2	4.2	2.3	1.6	4.9	3.2	3.1	0.6	16.6
	(1.2)	(1.4)	(3.3)	(6.8)	(1.8)	(1.4)	(1.5)	(2.3)	(2.0)	(1.3)	(1.1)	(10.9)
Vocational Rehabilitation	0.2	0.4	0.0	0.0	0.0	0.5	0.0	0.0	0.8	0.0	0.7	2.9
	(0.3)	(0.6)	(0.0)	(0.0)	(0.0)	(0.7)	(0.0)	(0.0)	(1.1)	(0.0)	(1.2)	(4.9)
Hospital/institution	0.6	0.6	0.0	0.0	0.2	0.9	0.7	0.4	0.6	0.3	1.3	1.8
	(0.5)	(0.8)	(0.0)	(0.0)	(0.4)	(0.9)	(1.0)	(0.7)	(0.9)	(0.4)	(1.6)	(3.8)
Other agency	3.0	3.1	5.1	1.8	2.9	3.1	2.1	2.6	4.5	2.8	1.6	10.9
	(1.1)	(1.8)	(3.0)	(4.1)	(1.5)	(1.6)	(1.7)	(1.7)	(2.4)	(1.3)	(1.8)	(8.8)
Number of respondents	721	225	170	22	368	353	232	277	212	556	130	35

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* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews

Table 33B: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

Service Characteristics	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Average hours of speech/language therapy provided recipients in the past year	63.7	98.1	94.8	52.4
	(9.7)	(16.2)	(12.9)	(9.5)
Number of respondents	683	389	624	561
Percentage received speech/language therapy in the past year from:*				
Secondary school	94.9	17.5	49.6	86.5
	(1.8)	(3.9)	(3.8)	(3.2)
Special school	6.9	91.3	61.1	18.8
	(2.4)	(2.6)	(3.6)	(4.1)
Postsecondary school	2.0	0.9	2.0	1.0
	(1.3)	(1.0)	(1.1)	(1.1)
Family member/friend	6.4	6.9	9.1	3.4
	(2.3)	(2.6)	(2.3)	(2.0)
Private therapist	4.3	0.9	1.4	5.3
	(1.9)	(0.9)	(0.9)	(2.4)
Vocational Rehabilitation	0.0	0.4	0.4	0.1
	(0.0)	(0.6)	(0.5)	(0.3)
Hospital/institution	0.0	0.5	0.5	0.6
	(0.0)	(0.7)	(0.6)	(0.8)
Other agency	4.1	0.6	2.6	3.4
	(1.9)	(0.8)	(1.2)	(1.9)
Number of respondents	363	285	442	279

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* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews

Table 33C: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of speech/language therapy provided recipients in the past year	89.6 (19.1)	68.2 (16.0)	68.3 (12.2)	103 (17.9)	64.5 (9.5)	62.7 (28.7)	61.0 (15.7)	73.9 (14.4)	84.0 (14.0)
Number of respondents	251	347	489	277	717	137	343	405	410
Percentage received speech/language therapy in the past year from:*									
Secondary school	61.8 (5.8)	67.5 (5.5)	72.0 (4.8)	65.6 (4.7)	65.8 (4.1)	75.6 (7.2)	65.9 (5.5)	70.5 (4.9)	64.9 (5.0)
Special school	48.5 (5.8)	46.6 (6.0)	27.5 (4.9)	47.4 (5.0)	40.2 (4.3)	30.9 (7.9)	48.0 (5.8)	35.3 (5.2)	38.8 (5.3)
Postsecondary school	0.0 (0.0)	0.7 (1.0)	3.5 (2.0)	0.7 (0.9)	1.9 (1.3)	0.0 (0.0)	0.3 (0.6)	1.9 (1.6)	2.2 (1.6)
Family member/friend	2.7 (2.0)	9.8 (3.7)	7.4 (2.9)	2.6 (1.7)	8.0 (2.5)	3.9 (3.5)	4.1 (2.4)	7.3 (3.0)	7.0 (2.8)
Private therapist	0.0 (0.0)	3.5 (2.3)	6.0 (2.6)	0.0 (0.0)	4.9 (2.0)	1.2 (2.0)	0.0 (0.0)	4.2 (2.3)	5.4 (2.5)
Vocational Rehabilitation	0.4 (0.8)	0.3 (0.7)	0.1 (0.4)	1.1 (1.1)	0.0 (0.0)	0.0 (0.0)	0.4 (0.7)	0.3 (0.6)	0.1 (0.4)
Hospital/institution	0.8 (1.1)	0.0 (0.0)	0.4 (0.7)	1.9 (1.4)	0.2 (0.4)	0.0 (0.0)	0.7 (1.0)	0.4 (0.7)	0.0 (0.0)
Other agency	1.4 (1.5)	1.0 (1.2)	6.1 (2.7)	2.0 (1.5)	3.6 (1.7)	1.6 (2.2)	1.8 (1.6)	2.1 (1.6)	5.0 (2.4)
Number of respondents	167	211	285	191	425	69	203	251	251

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* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

DATA RELATED TO THIS TOPIC WERE NOT GATHERED
FOR YOUTH IN THIS DISABILITY CATEGORY.

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received help with physical needs:												
Never												
For just a few days												
For a few weeks												
For a few months												
For about a year												
For several years or more												
Number of respondents												
Percentage received following hours of help with physical needs in the past year:												
None												
Fewer than 40 hours												
40 to 100 hours												
101 to 240 hours												
241 to 480 hours												
More than 480 hours												
Number of respondents												

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34B: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

Service Characteristics	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Percentage received help with physical needs:				
Never				
For just a few days				
For a few weeks				
For a few months				
For about a year				
For several years or more				
Number of respondents				
Percentage received following hours of help with physical needs in the past year:				
None				
Fewer than 40 hours				
40 to 100 hours				
101 to 240 hours				
241 to 480 hours				
More than 480 hours				
Number of respondents				

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34C: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received help with physical needs:									
Never									
For just a few days									
For a few weeks									
For a few months									
For about a year									
For several years or more									
Number of respondents									
Percentage received following hours of help with physical needs in the past year:									
None									
Fewer than 40 hours									
40 to 100 hours									
101 to 240 hours									
241 to 480 hours									
More than 480 hours									
Number of respondents									

DATA RELATED TO THIS TOPIC WERE NOT GATHERED
FOR YOUTH IN THIS DISABILITY CATEGORY.

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours of help with physical needs provided recipients in the past year												
Number of respondents												
Percentage received help with physical needs in the past year from:**												
Secondary school												
Special school												
Postsecondary school												
Family member/friend												
Private therapist												
Vocational Rehabilitation												
Hospital/institution												
Other source												
Number of respondents												

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.
** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 34B: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Average hours of help with physical needs provided recipients in the past year				
Number of respondents				
Percentage received help with physical needs in the past year from:**				
Secondary school				
Special school				
Postsecondary school				
Family member/friend				
Private therapist				
Vocational Rehabilitation				
Hospital/institution				
Other source				
Number of respondents				

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 34C: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of help with physical needs provided recipients in the past year									
Number of respondents									
Percentage received help with physical needs in the past year from:**									
Secondary school									
Special school									
Postsecondary school									
Family member/friend									
Private therapist									
Vocational Rehabilitation									
Hospital/institution									
Other source									
Number of respondents									

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.
** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 35A: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received transportation help in the past year from:*												
Secondary school	60.5	75.1	78.2	---	51.8	69.8	70.8	56.4	52.8	62.0	74.9	0.0
	(4.6)	(6.7)	(8.5)		(6.8)	(6.1)	(7.6)	(7.8)	(8.5)	(5.2)	(10.4)	(0.0)
Special school	23.7	9.5	5.5	---	29.9	17.1	20.0	25.7	25.9	24.2	23.4	17.8
	(4.0)	(4.6)	(4.7)		(6.3)	(5.0)	(6.7)	(6.9)	(7.5)	(4.6)	(10.2)	(15.2)
Vocational Rehabilitation	2.2	3.2	2.1	---	0.2	4.4	0.0	1.1	6.6	0.9	3.1	20.1
	(1.4)	(2.7)	(2.9)		(0.6)	(2.7)	(0.0)	(1.7)	(4.2)	(1.0)	(4.2)	(15.9)
Hospital/institution	0.3	0.0	0.0	---	0.0	0.7	0.0	0.4	0.7	0.4	0.0	0.0
	(0.6)	(0.0)	(0.0)		(0.0)	(1.1)	(0.0)	(1.0)	(1.4)	(0.7)	(0.0)	(0.0)
Other source	17.1	15.6	14.9	---	21.6	12.4	9.8	21.3	20.8	15.7	3.8	69.2
	(3.6)	(5.6)	(7.3)		(5.6)	(4.3)	(5.0)	(6.5)	(6.9)	(3.9)	(4.6)	(17.4)
Number of respondents	346	96	76	7	163	183	119	129	98	280	47	19
Percentage with transportation help including:												
Rides on special vehicles	17.3	15.3	17.9	9.9	16.6	17.9	23.7	20.0	10.7	23.0	11.4	3.5
	(1.7)	(2.5)	(3.7)	(6.0)	(2.3)	(2.6)	(4.0)	(3.2)	(2.2)	(2.5)	(3.2)	(2.0)
Help getting into vehicles	0.6	0.4	0.0	0.0	0.2	1.0	0.9	0.1	0.8	0.6	1.0	0.4
	(0.4)	(0.4)	(0.0)	(0.0)	(0.3)	(0.7)	(0.9)	(0.3)	(0.6)	(0.4)	(1.0)	(0.6)
Help walking to school/work	0.1	0.1	0.0	0.0	0.1	0.2	0.3	0.1	0.0	0.2	0.0	0.0
	(0.2)	(0.3)	(0.0)	(0.0)	(0.2)	(0.3)	(0.5)	(0.3)	(0.0)	(0.3)	(0.0)	(0.0)
Owning adapted vehicle	0.2	0.0	0.0	0.0	0.0	0.3	0.1	0.4	0.0	0.2	0.0	0.0
	(0.2)	(0.0)	(0.0)	(0.0)	(0.1)	(0.4)	(0.3)	(0.5)	(0.0)	(0.3)	(0.0)	(0.0)
Aide to push wheelchair	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.3
	(0.1)	(0.0)	(0.0)	(0.0)	(0.2)	(0.0)	(0.0)	(0.0)	(0.2)	(0.0)	(0.0)	(0.5)
Rides to places could not otherwise go	2.6	1.8	4.0	0.0	1.9	3.4	1.3	3.5	2.7	3.0	3.3	0.5
	(0.7)	(0.9)	(1.9)	(0.0)	(0.9)	(1.2)	(1.0)	(1.5)	(1.1)	(1.0)	(1.8)	(0.8)
Other	4.4	4.4	2.7	0.0	4.9	3.9	6.1	4.0	3.6	5.4	2.6	2.8
	(0.9)	(1.4)	(1.6)	(0.0)	(1.3)	(1.3)	(2.2)	(1.6)	(1.3)	(1.3)	(1.6)	(1.8)
Number of respondents	1460	494	344	51	773	687	388	496	576	938	268	254

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* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 35B: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Service Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Percentage received transportation help in the past year from:*				
Secondary school	78.7	37.7	51.4	71.5
	(6.0)	(6.8)	(5.7)	(7.0)
Special school	2.0	52.4	35.6	9.2
	(2.1)	(7.0)	(5.4)	(4.5)
Vocational Rehabilitation	3.0	1.2	2.4	2.0
	(2.5)	(1.5)	(1.7)	(2.2)
Hospital/institution	0.0	0.0	0.6	0.0
	(0.0)	(0.0)	(0.9)	(0.0)
Other source	18.1	14.0	15.0	19.7
	(5.6)	(4.9)	(4.0)	(6.2)
Number of respondents	148	149	212	134
Percentage with transportation help including:				
Rides on special vehicles	14.1	20.9	20.0	14.9
	(2.2)	(3.1)	(2.4)	(2.5)
Help getting into vehicles	0.2	1.0	1.0	0.2
	(0.3)	(0.8)	(0.6)	(0.3)
Help walking to school/work	0.1	0.3	0.2	0.1
	(0.2)	(0.4)	(0.2)	(0.2)
Owning adapted vehicle	0.0	0.5	0.1	0.2
	(0.1)	(0.5)	(0.2)	(0.3)
Aide to push wheelchair	0.0	0.2	0.1	0.0
	(0.0)	(0.3)	(0.2)	(0.0)
Rides to places could not otherwise go	1.6	5.4	3.3	2.0
	(0.8)	(1.7)	(1.0)	(1.0)
Other	3.2	5.1	5.9	3.1
	(1.1)	(1.7)	(1.4)	(1.2)
Number of respondents	777	498	783	677

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* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 35C: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received transportation help in the past year from:*									
Secondary school	70.8	49.3	65.7	57.2	61.6	57.6	56.3	64.2	63.6
	(8.0)	(9.1)	(7.9)	(7.1)	(6.7)	(11.7)	(8.1)	(8.1)	(7.9)
Special school	22.5	29.7	14.7	29.9	20.6	31.3	25.9	20.1	25.3
	(7.3)	(8.3)	(5.9)	(6.6)	(5.6)	(11.0)	(7.1)	(6.8)	(7.1)
Vocational Rehabilitation	1.7	2.4	2.1	4.0	1.5	1.7	3.1	0.5	3.5
	(2.2)	(2.8)	(2.4)	(2.8)	(1.7)	(3.1)	(2.8)	(1.2)	(3.0)
Hospital/institution	0.7	0.5	0.0	1.4	0.0	0.0	0.6	0.4	0.0
	(1.5)	(1.3)	(0.0)	(1.7)	(0.0)	(0.0)	(1.3)	(1.1)	(0.0)
Other source	9.1	23.9	18.7	13.3	20.4	9.4	15.5	18.9	13.9
	(5.0)	(7.7)	(6.5)	(4.8)	(5.6)	(6.9)	(5.9)	(6.6)	(5.7)
Number of respondents	85	99	128	102	186	39	113	113	114
Percentage with transportation help including:									
Rides on special vehicles	17.9	16.2	17.3	20.2	17.0	13.8	15.9	17.2	18.9
	(3.3)	(3.2)	(3.0)	(3.0)	(2.4)	(3.7)	(3.0)	(3.0)	(3.2)
Help getting into vehicles	0.4	0.7	0.4	0.8	0.5	1.0	0.8	0.4	0.7
	(0.6)	(0.7)	(0.5)	(0.7)	(0.4)	(1.1)	(0.7)	(0.5)	(0.7)
Help walking to school/work	0.2	0.0	0.2	0.2	0.1	0.0	0.1	0.0	0.3
	(0.4)	(0.0)	(0.4)	(0.4)	(0.2)	(0.0)	(0.3)	(0.0)	(0.4)
Owning adapted vehicle	0.0	0.3	0.2	0.0	0.2	0.0	0.3	0.0	0.2
	(0.0)	(0.5)	(0.4)	(0.0)	(0.3)	(0.0)	(0.4)	(0.0)	(0.4)
Aide to push wheelchair	0.0	0.0	0.2	0.0	0.1	0.0	0.0	0.0	0.2
	(0.0)	(0.0)	(0.3)	(0.0)	(0.2)	(0.0)	(0.0)	(0.0)	(0.3)
Rides to places could not otherwise go	4.2	1.6	2.3	3.5	2.7	1.2	2.5	2.3	3.1
	(1.7)	(1.1)	(1.2)	(1.4)	(1.0)	(1.2)	(1.3)	(1.2)	(1.4)
Other	4.9	3.9	4.4	5.8	3.9	4.7	5.0	4.5	3.1
	(1.9)	(1.7)	(1.6)	(1.8)	(1.3)	(2.3)	(1.8)	(1.7)	(1.4)
Number of respondents	348	434	547	363	833	193	459	497	472

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* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Secondary School Achievement	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage receiving grades with secondary school grade point average (GPA) of:*												
3.25 or higher	12.1	12.3	14.6	5.7	11.6	12.7	8.6	15.0	11.7	11.7	13.3	13.2
	(1.7)	(2.6)	(3.8)	(5.4)	(2.4)	(2.5)	(2.9)	(3.1)	(2.7)	(2.1)	(3.8)	(4.7)
2.75 to 3.24	28.8	22.5	27.3	37.6	27.1	30.5	30.7	24.7	31.5	29.5	32.3	23.0
	(2.4)	(3.3)	(4.8)	(11.2)	(3.3)	(3.5)	(4.8)	(3.8)	(3.9)	(3.0)	(5.2)	(5.9)
2.25 to 2.74	25.3	26.9	22.4	13.2	24.4	26.4	30.0	21.5	25.9	25.3	20.9	27.3
	(2.3)	(3.5)	(4.5)	(7.9)	(3.2)	(3.3)	(4.8)	(3.6)	(3.7)	(2.9)	(4.5)	(6.2)
1.75 to 2.24	19.2	19.7	17.5	27.2	19.0	19.4	12.5	23.0	20.1	18.9	15.9	25.3
	(2.1)	(3.1)	(4.1)	(10.3)	(2.9)	(3.0)	(3.5)	(3.7)	(3.4)	(2.6)	(4.0)	(6.0)
1.25 to 1.74	8.0	11.8	6.9	8.7	10.1	5.7	9.2	9.4	5.7	8.2	9.5	5.6
	(1.4)	(2.5)	(2.7)	(6.5)	(2.2)	(1.7)	(3.0)	(2.6)	(1.9)	(1.8)	(3.3)	(3.2)
Less than 1.25	6.6	6.9	11.3	7.6	7.9	5.2	9.1	6.4	5.1	6.4	8.1	5.7
	(1.3)	(2.0)	(3.4)	(6.1)	(2.0)	(1.7)	(3.0)	(2.1)	(1.8)	(1.6)	(3.0)	(3.2)
Number of respondents	1127	368	285	38	582	544	298	425	404	737	220	161
Average GPA for students receiving grades:*												
As a whole	2.5	2.4	2.4	2.4	2.4	2.5	2.4	2.4	2.5	2.5	2.5	2.5
	(0.0)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)
In grades 7 or 8	2.3	2.4	2.1	---	2.1	2.5	2.4	---	---	2.3	---	---
	(0.1)	(0.2)	(0.4)		(0.3)	(0.1)	(0.2)			(0.1)		
In grades 9 or 10	2.4	2.3	2.4	2.4	2.4	2.5	2.5	2.3	2.5	2.4	---	---
	(0.1)	(0.1)	(0.1)	(0.3)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)		
In grades 11 or 12	2.5	2.5	2.5	---	2.5	2.6	---	2.5	2.5	2.6	2.5	2.5
	(0.1)	(0.1)	(0.1)		(0.1)	(0.1)		(0.1)	(0.1)	(0.1)	(0.1)	(0.1)
Number of respondents	1122	366	285	38	579	542	295	423	404	733	220	160
Percentage receiving grades who received 1 or more failing grades in most recent school year:*												
As a whole	15.1	17.9	16.6	25.1	16.1	14.0	17.2	18.2	10.9	15.4	16.0	13.4
	(1.8)	(3.0)	(3.9)	(9.9)	(2.6)	(2.6)	(3.9)	(3.4)	(2.5)	(2.3)	(4.0)	(4.5)
In grades 7 or 8	18.6	15.5	28.1	---	32.6	8.6	21.5	---	---	20.4	---	---
	(6.4)	(8.6)	(14.8)		(11.6)	(6.1)	(7.4)			(7.1)		
In grades 9 or 10	17.1	20.0	17.6	22.5	17.3	16.9	16.9	18.8	4.9	16.3	---	---
	(3.3)	(5.1)	(7.1)	(14.0)	(4.5)	(5.0)	(5.0)	(5.1)	(7.5)	(3.4)		
In grades 11 or 12	15.3	19.1	16.2	---	15.0	15.7	---	19.9	13.0	15.0	15.8	14.8
	(2.6)	(4.4)	(5.6)		(3.7)	(3.8)		(5.0)	(3.0)	(4.2)	(4.3)	(5.2)
Number of respondents	1199	377	300	39	627	571	306	432	461	775	238	175

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* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH HEARING IMPAIRMENTS

Secondary School Achievement	Type of School Attended: Regular School	Type of School Attended: Special School	Degree of Hearing Loss: Deaf	Degree of Hearing Loss: Hard of Hearing
Percentage receiving grades with secondary school grade point average (GPA) of:*				
3.25 or higher	11.4	13.5	15.7	8.9
	(2.2)	(2.7)	(2.4)	(2.3)
2.75 to 3.24	26.5	33.3	31.0	26.8
	(3.0)	(3.7)	(3.0)	(3.6)
2.25 to 2.74	23.0	29.9	30.2	21.0
	(2.9)	(3.6)	(3.0)	(3.3)
1.75 to 2.24	20.4	16.8	15.6	22.5
	(2.8)	(2.9)	(2.3)	(3.4)
1.25 to 1.74	9.5	5.0	4.6	11.0
	(2.0)	(1.7)	(1.4)	(2.5)
Less than 1.25	9.3	1.4	2.9	9.9
	(2.0)	(0.9)	(1.1)	(2.4)
Number of respondents	670	457	623	500
Average GPA for students receiving grades:*				
As a whole	2.4	2.6	2.6	2.3
	(0.1)	(0.0)	(0.0)	(0.1)
In grades 7 or 8	2.3	2.4	2.5	2.2
	(0.2)	(0.2)	(0.1)	(0.2)
In grades 9 or 10	2.3	2.6	2.6	2.3
	(0.1)	(0.1)	(0.1)	(0.1)
In grades 11 or 12	2.4	2.7	2.7	2.4
	(0.1)	(0.1)	(0.1)	(0.1)
Number of respondents	665	457	622	496
Percentage receiving grades who received 1 or more failing grades in most recent school year:*				
As a whole	19.5	7.3	8.4	21.7
	(2.7)	(1.9)	(1.7)	(3.3)
In grades 7 or 8	20.0	15.0	10.9	24.2
	(8.1)	(9.8)	(6.6)	(10.4)
In grades 9 or 10	20.1	10.0	9.2	22.8
	(4.6)	(4.1)	(3.3)	(5.6)
In grades 11 or 12	20.6	6.6	9.8	21.4
	(4.0)	(2.6)	(2.6)	(4.9)
Number of respondents	684	515	686	509

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* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36C: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Secondary School Achievement	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage receiving grades with secondary school grade point average (GPA) of:*									
3.25 or higher	10.8	9.7	14.6	7.9	12.4	14.3	10.1	9.3	17.0
	(3.4)	(3.2)	(3.4)	(2.6)	(2.6)	(5.6)	(3.2)	(2.9)	(3.6)
2.75 to 3.24	28.5	30.5	29.8	25.6	32.2	21.2	30.7	28.3	28.9
	(4.9)	(5.0)	(4.4)	(4.2)	(3.6)	(6.5)	(4.9)	(4.5)	(4.3)
2.25 to 2.74	24.3	25.9	24.6	28.8	23.6	20.3	22.9	27.6	23.4
	(4.7)	(4.7)	(4.2)	(4.3)	(3.3)	(6.4)	(4.4)	(4.4)	(4.0)
1.75 to 2.24	19.0	21.6	18.5	21.8	17.3	26.1	22.6	19.1	17.1
	(4.3)	(4.4)	(3.7)	(4.0)	(2.9)	(7.0)	(4.4)	(3.9)	(3.6)
1.25 to 1.74	9.6	6.1	6.5	10.4	8.6	5.0	9.0	8.3	5.8
	(3.2)	(2.6)	(2.4)	(2.9)	(2.2)	(3.5)	(3.0)	(2.7)	(2.2)
Less than 1.25	7.8	6.3	5.9	5.6	5.8	13.0	4.6	7.5	7.8
	(2.9)	(2.6)	(2.3)	(2.2)	(1.8)	(5.3)	(2.2)	(2.6)	(2.5)
Number of respondents	220	285	371	242	587	94	274	332	334
Average GPA for students receiving grades:*									
As a whole	2.4	2.5	2.6	2.4	2.5	2.3	2.5	2.4	2.6
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)
In grades 7 or 8	2.3	2.3	2.4	2.4	2.3	---	2.3	2.3	2.4
	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)		(0.2)	(0.3)	(0.2)
In grades 9 or 10	2.3	2.4	2.5	2.3	2.5	2.2	2.4	2.3	2.5
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)
In grades 11 or 12	2.5	2.5	2.6	2.5	2.5	2.5	2.6	2.4	2.6
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)
Number of respondents	220	283	370	242	583	94	273	330	333
Percentage receiving grades who received 1 or more failing grades in most recent school year:*									
As a whole	17.1	12.5	16.3	10.5	16.0	22.9	12.3	16.9	15.5
	(3.9)	(3.5)	(3.5)	(2.8)	(2.8)	(6.4)	(3.3)	(3.6)	(3.4)
In grades 7 or 8	16.6	14.2	29.2	9.0	22.3	---	15.8	28.8	11.3
	(12.0)	(11.6)	(14.7)	(7.9)	(10.6)		(12.6)	(14.4)	(9.0)
In grades 9 or 10	19.7	16.5	15.0	14.3	16.2	27.5	16.3	16.6	18.7
	(7.1)	(6.8)	(5.9)	(5.6)	(4.9)	(11.1)	(6.6)	(6.1)	(6.4)
In grades 11 or 12	18.8	11.1	17.2	9.6	17.3	18.5	10.6	16.9	16.4
	(6.3)	(4.8)	(4.9)	(4.1)	(4.1)	(8.3)	(4.5)	(5.1)	(5.0)
Number of respondents	240	300	385	267	608	104	297	353	344

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* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH HEARING IMPAIRMENTS (Continued)

Secondary School Achievement	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students that had graded classes in regular education, percentage receiving a failing grade*	19.2	18.5	17.8	27.1	19.5	18.9	20.0	22.7	14.7	18.5	22.4	18.6
	(2.6)	(3.4)	(4.3)	(10.5)	(3.8)	(3.7)	(5.1)	(4.6)	(4.0)	(3.3)	(5.8)	(7.4)
Number of respondents	711	307	257	37	360	351	208	273	230	472	145	88
Of students that had graded classes in special education, percentage receiving a failing grade**	4.8	4.6	3.2	3.8	6.2	3.2	5.1	5.8	3.6	4.9	4.4	5.0
	(1.2)	(1.8)	(2.0)	(4.8)	(1.9)	(1.4)	(2.5)	(2.2)	(1.6)	(1.5)	(2.5)	(3.1)
Number of respondents	993	302	234	31	522	470	244	363	386	653	184	145
Percentage absent from school:												
Fewer than 5 days	41.6	33.6	44.0	34.4	45.0	38.0	42.9	41.8	40.6	43.0	42.7	34.2
	(2.6)	(3.9)	(5.3)	(11.0)	(3.6)	(3.8)	(5.2)	(4.5)	(4.1)	(3.3)	(5.8)	(6.7)
6 to 10 days	22.8	22.9	21.0	27.8	24.8	20.5	26.0	20.0	23.4	24.2	18.8	21.9
	(2.2)	(3.5)	(4.3)	(10.4)	(3.1)	(3.1)	(4.6)	(3.6)	(3.5)	(2.8)	(4.6)	(5.8)
11 to 20 days	22.7	26.1	22.9	20.8	17.9	28.0	19.5	24.0	23.6	21.9	19.3	30.3
	(2.2)	(3.7)	(4.5)	(9.4)	(2.8)	(3.5)	(4.1)	(3.9)	(3.5)	(2.7)	(4.6)	(6.5)
21 to 30 days	6.8	10.2	6.4	5.9	6.3	7.2	8.3	6.7	6.0	7.1	6.8	6.0
	(1.3)	(2.5)	(2.6)	(5.5)	(1.8)	(2.0)	(2.9)	(2.3)	(2.0)	(1.7)	(2.9)	(3.3)
More than 30 days	6.0	7.2	5.7	11.1	5.9	6.2	3.3	7.5	6.4	3.8	12.4	7.6
	(1.3)	(2.2)	(2.5)	(7.3)	(1.7)	(1.9)	(1.9)	(2.4)	(2.0)	(1.3)	(3.8)	(3.7)
Number of respondents	1099	328	283	38	577	520	287	397	415	725	208	157

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* See Appendix for percentage of students that had graded classes in regular education.

** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH HEARING IMPAIRMENTS (Continued)

	Type of School Attended		Degree of Hearing Loss	
Secondary School Achievement	Regular School	Special School	Deaf	Hard of Hearing
Of students that had graded classes in regular education, percentage receiving a failing grade*	19.9	12.1	11.0	23.0
	(2.9)	(6.0)	(3.2)	(3.6)
Number of respondents	619	92	272	435
Of students that had graded classes in special education, percentage receiving a failing grade**	3.9	6.0	4.9	4.5
	(1.5)	(1.9)	(1.4)	(1.9)
Number of respondents	530	463	615	375
Percentage absent from school:				
Fewer than 5 days	39.0	46.3	46.3	37.1
	(3.5)	(3.8)	(3.2)	(4.0)
6 to 10 days	22.3	23.8	23.0	22.6
	(2.9)	(3.3)	(2.7)	(3.5)
11 to 20 days	23.7	20.9	20.6	24.7
	(3.0)	(3.1)	(2.6)	(3.6)
21 to 30 days	7.9	4.9	6.1	7.6
	(1.9)	(1.7)	(1.5)	(2.2)
More than 30 days	7.1	4.1	4.0	7.9
	(1.8)	(1.5)	(1.3)	(2.3)
Number of respondents	622	477	627	468

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* See Appendix for percentage of students that had graded classes in regular education.

** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36C: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH HEARING IMPAIRMENTS (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Secondary School Achievement	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students that had graded classes in regular education, percentage receiving a failing grade*	24.5	14.6	18.3	13.0	18.9	33.8	18.1	19.1	17.9
	(6.4)	(4.9)	(4.4)	(4.6)	(3.7)	(9.9)	(5.8)	(4.8)	(4.2)
Number of respondents	125	174	268	122	408	58	140	219	246
Of students that had graded classes in special education, percentage receiving a failing grade**	5.3	5.7	4.3	4.9	4.8	5.2	5.5	5.6	3.8
	(2.5)	(2.6)	(2.2)	(2.0)	(1.8)	(4.0)	(2.5)	(2.3)	(2.1)
Number of respondents	208	254	302	238	493	82	264	296	261
Percentage absent from school:									
Fewer than 5 days	40.8	37.9	49.4	56.9	40.6	26.6	37.8	45.9	46.9
	(5.3)	(5.4)	(5.0)	(4.6)	(3.9)	(7.5)	(5.0)	(5.0)	(4.9)
6 to 10 days	16.8	30.0	19.3	18.6	23.4	18.3	20.8	21.9	21.9
	(4.0)	(5.1)	(3.9)	(3.6)	(3.3)	(6.6)	(4.2)	(4.2)	(4.1)
11 to 20 days	27.4	16.9	25.1	16.7	22.6	31.0	25.2	21.8	21.1
	(4.8)	(4.1)	(4.3)	(3.4)	(3.3)	(7.9)	(4.5)	(4.1)	(4.0)
21 to 30 days	7.4	8.5	4.6	3.5	8.4	10.0	8.6	6.2	6.7
	(2.8)	(3.1)	(2.1)	(1.7)	(2.2)	(5.1)	(2.9)	(2.4)	(2.5)
More than 30 days	7.6	6.7	1.6	4.3	5.1	14.1	7.7	4.2	3.3
	(2.8)	(2.8)	(1.3)	(1.9)	(1.7)	(5.9)	(2.8)	(2.0)	(1.8)
Number of respondents	227	275	350	259	563	84	280	318	316

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* See Appendix for percentage of students that had graded classes in regular education.
** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Secondary School Achievement	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average days absent:												
As a whole	10.5	12.6	10.4	12.5	9.8	11.2	9.6	11.1	10.6	9.7	12.0	12.1
	(0.6)	(1.0)	(1.2)	(3.1)	(0.8)	(0.9)	(1.0)	(1.1)	(1.0)	(0.7)	(1.5)	(1.8)
In grades 7 or 8	12.3	12.7	8.8	---	9.5	13.9	10.7	18.9	---	12.0	---	---
	(2.0)	(3.0)	(2.6)		(2.7)	(2.7)	(2.0)	(6.0)		(2.0)		
In grades 9 or 10	10.1	12.5	8.7	12.3	10.0	10.2	9.2	11.1	9.5	9.7	---	---
	(1.0)	(1.6)	(1.4)	(5.3)	(1.4)	(1.3)	(1.2)	(1.6)	(3.0)	(0.9)		
In grades 11 or 12	10.5	11.5	11.1	---	9.8	11.3	---	10.3	10.6	9.0	10.6	12.4
	(0.9)	(1.5)	(2.0)		(1.2)	(1.3)		(1.5)	(1.1)	(1.2)	(1.5)	(2.1)
Ungraded	9.8	---	13.7	---	9.1	10.8	8.4	---	10.5	8.0	13.7	9.8
	(2.4)		(4.6)		(3.4)	(3.2)	(3.1)		(2.9)	(3.2)	(4.9)	(4.3)
Number of respondents	1096	326	283	38	576	518	286	395	415	722	208	157
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	24.2	24.3	19.9	24.7	24.7	23.7	24.8	21.2	27.0	23.2	25.3	24.4
	(2.8)	(3.8)	(5.2)	(12.9)	(3.9)	(4.0)	(6.3)	(4.3)	(4.5)	(3.5)	(5.8)	(7.9)
Number of respondents	685	268	173	24	351	334	140	276	269	441	159	79
Percentage taking minimum competency tests that:												
Failed	10.1	10.2	4.8	28.7	13.4	6.5	12.9	10.1	8.7	11.1	7.9	9.5
	(2.3)	(3.3)	(2.9)	(15.1)	(3.6)	(2.7)	(6.1)	(3.5)	(3.3)	(3.0)	(3.9)	(6.6)
Passed in part	33.8	33.8	39.6	34.8	35.1	32.5	41.3	35.9	27.9	40.5	21.7	21.2
	(3.6)	(5.1)	(6.7)	(15.9)	(5.0)	(5.1)	(9.0)	(5.5)	(5.3)	(4.7)	(6.0)	(9.2)
Passed fully	56.0	55.9	55.6	36.5	51.4	61.1	45.7	54.0	63.3	48.4	70.4	69.3
	(3.7)	(5.4)	(6.8)	(16.1)	(5.2)	(5.3)	(9.1)	(5.8)	(5.7)	(4.8)	(6.6)	(10.3)
Number of respondents	498	186	143	19	254	244	92	220	186	321	121	55

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* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Secondary School Achievement	Regular School	Special School	Deaf	Hard of Hearing
Average days absent:				
As a whole	11.5	8.8	9.0	11.9
	(0.9)	(0.8)	(0.6)	(1.1)
In grades 7 or 8	12.1	13.1	10.8	13.2
	(2.4)	(3.5)	(2.3)	(3.1)
In grades 9 or 10	10.7	8.9	8.9	11.0
	(1.3)	(1.3)	(1.0)	(1.6)
In grades 11 or 12	11.6	8.8	9.1	12.1
	(1.3)	(1.0)	(0.9)	(1.6)
Ungraded	15.3	6.4	7.6	14.6
	(4.1)	(2.5)	(2.1)	(5.5)
Number of respondents	619	477	626	466
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	20.4	31.9	29.1	20.0
	(3.2)	(5.2)	(3.9)	(3.9)
Number of respondents	432	253	358	324
Percentage taking minimum competency tests that:				
Failed	10.4	9.5	9.2	10.8
	(2.8)	(4.0)	(3.0)	(3.3)
Passed in part	35.5	29.7	29.0	37.0
	(4.3)	(6.2)	(4.6)	(5.2)
Passed fully	54.2	60.9	61.8	52.2
	(4.5)	(6.6)	(5.0)	(5.4)
Number of respondents	333	165	240	255

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* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36C: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

Secondary School Achievement	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average days absent:									
As a whole	11.9	10.7	8.2	8.0	10.3	16.3	11.6	9.5	9.3
	(1.4)	(1.3)	(0.8)	(1.0)	(0.8)	(2.7)	(1.2)	(1.1)	(1.0)
In grades 7 or 8	14.9	12.5	7.7	9.2	12.6	---	19.7	9.2	9.6
	(4.6)	(3.1)	(2.3)	(2.2)	(2.6)		(4.4)	(2.0)	(3.9)
In grades 9 or 10	12.1	9.4	7.5	8.3	8.8	17.1	12.6	8.6	7.9
	(2.1)	(1.7)	(1.2)	(1.5)	(1.1)	(3.5)	(2.2)	(1.3)	(1.4)
In grades 11 or 12	10.9	11.0	8.9	7.5	10.7	12.9	10.0	10.0	9.6
	(2.2)	(2.1)	(1.2)	(1.4)	(1.3)	(3.8)	(1.7)	(1.9)	(1.3)
Ungraded	12.4	11.4	---	8.2	11.0	---	8.6	10.9	12.2
	(4.5)	(4.5)		(3.6)	(2.8)		(3.2)	(5.2)	(5.8)
Number of respondents	227	273	349	259	560	84	279	316	316
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	33.3	22.1	19.8	29.2	23.2	19.1	26.7	26.2	20.0
	(6.9)	(5.4)	(4.5)	(6.0)	(4.1)	(6.4)	(6.1)	(5.3)	(4.6)
Number of respondents	123	171	249	126	350	79	146	201	229
Percentage taking minimum competency tests that:									
Failed	16.8	7.9	5.3	15.2	5.8	14.5	18.0	7.4	4.6
	(6.2)	(4.1)	(2.7)	(6.2)	(2.5)	(6.8)	(6.2)	(3.8)	(2.5)
Passed in part	41.4	27.4	34.8	35.7	31.0	49.9	38.8	34.4	31.4
	(8.2)	(6.8)	(5.8)	(8.2)	(4.9)	(9.6)	(7.9)	(6.8)	(5.6)
Passed fully	41.8	64.7	59.9	49.1	63.2	35.5	43.2	58.2	64.0
	(8.2)	(7.3)	(6.0)	(8.6)	(5.1)	(9.2)	(8.0)	(7.1)	(5.8)
Number of respondents	84	125	200	78	279	58	103	139	189

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* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 37A: SECONDARY SCHOOL COMPLETION OF YOUTH WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
School Completion	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage out-of-school youth who:*												
Graduated	71.9	63.7	84.2	75.6	71.8	72.0	---	61.1	74.1	---	80.1	64.2
	(3.1)	(5.6)	(5.4)	(14.3)	(4.3)	(4.5)		(8.7)	(3.3)		(3.7)	(4.9)
Dropped out	11.8	17.1	7.6	20.2	10.6	13.1	---	31.0	8.3	---	13.9	9.8
	(2.2)	(4.4)	(3.9)	(13.4)	(2.9)	(3.4)		(8.2)	(2.1)		(3.2)	(3.0)
Were suspended expelled	1.7	1.5	2.0	0.0	2.3	1.1	---	7.9	0.7	---	2.3	1.2
	(0.9)	(1.4)	(2.1)	(0.0)	(1.4)	(1.1)		(4.8)	(0.6)		(1.4)	(1.1)
Reached age limit	14.6	17.7	6.3	4.2	15.3	13.7	---	0.0	16.9	---	3.8	24.8
	(2.4)	(4.5)	(3.6)	(6.7)	(3.4)	(3.5)		(0.0)	(2.8)		(1.8)	(4.4)
Number of respondents	604	176	133	17	315	289	7	85	512	0	312	291
Percentage of graduates receiving a regular diploma	77.6	79.6	84.4	---	78.7	76.4	---	93.8	75.3	---	74.0	81.8
	(4.0)	(6.3)	(7.4)		(5.3)	(5.9)		(6.9)	(4.2)		(5.1)	(5.5)
Number of respondents	344	94	77	7	180	164	1	40	303	1	198	145
Percentage of dropouts whose parents reported they left school because:												
Not doing well in school	12.1	9.8	---	---	10.0	15.3	---	17.1	10.3	---	12.4	11.9
	(8.7)	(10.4)			(10.9)	(14.0)		(16.9)	(10.2)		(11.6)	(11.9)
Didn't like school/bored	30.6	30.9	---	---	47.5	5.3	---	39.3	27.8	---	30.2	30.9
	(12.2)	(16.1)			(18.2)	(8.7)		(21.9)	(15.1)		(16.2)	(17.0)
Had behavior problems	3.0	2.7	---	---	5.1	0.0	---	0.0	4.9	---	4.3	1.9
	(4.6)	(5.7)			(8.0)	(0.0)		(0.0)	(7.3)		(7.1)	(5.0)
Needed/found a job	4.3	8.5	---	---	5.2	3.0	---	0.0	6.9	---	0.0	8.2
	(5.4)	(9.7)			(8.1)	(6.6)		(0.0)	(8.6)		(0.0)	(10.1)
Got married/had a child	27.0	4.6	---	---	15.6	44.1	---	18.5	33.4	---	8.2	44.0
	(11.8)	(7.3)			(13.2)	(19.4)		(17.4)	(15.9)		(9.7)	(18.3)
Didn't get into program wanted	3.3	9.1	---	---	5.6	0.0	---	0.0	5.4	---	4.9	1.9
	(4.8)	(10.0)			(8.3)	(0.0)		(0.0)	(7.6)		(7.6)	(5.0)
Illness or disability	9.6	18.1	---	---	0.0	23.9	---	18.8	5.2	---	14.9	4.8
	(7.8)	(13.4)			(0.0)	(16.6)		(17.6)	(7.5)		(12.5)	(7.9)
Moved	1.9	2.5	---	---	0.0	4.8	---	3.0	0.0	---	4.0	0.0
	(3.6)	(5.4)			(0.0)	(8.3)		(7.6)	(0.0)		(6.9)	(0.0)
Friends were dropping out	4.0	0.0	---	---	6.7	0.0	---	0.0	6.4	---	4.3	3.7
	(5.2)	(0.0)			(9.1)	(0.0)		(0.0)	(8.3)		(7.1)	(7.0)
Other	31.5	27.0	---	---	39.2	20.1	---	46.7	20.4	---	50.8	14.1
	(12.3)	(15.5)			(17.7)	(15.6)		(22.4)	(13.6)		(17.6)	(12.8)
Number of respondents	44	19	6	3	23	21	3	16	25	0	22	22
Percentage of dropouts expected by parents to finish secondary school	19.9	---	---	---	10.9	37.2	---	---	3.3	---	40.1	7.6
	(10.7)				(10.7)	(20.9)			(5.9)		(18.6)	(9.3)
Number of respondents	43	14	8	2	26	17	3	14	26	0	19	24

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* See Appendix for percentage of youth who were out of secondary school

Source: Parent interviews and students' school records

Table 37B: SECONDARY SCHOOL COMPLETION OF YOUTH WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
School Completion	Regular School	Special School	Deaf	Hard of Hearing
Percentage out-of-school youth who:*				
Graduated	77.8	79.9	71.8	72.1
	(4.2)	(4.5)	(3.8)	(5.1)
Dropped out	12.3	8.0	9.3	14.6
	(3.3)	(3.0)	(2.4)	(4.0)
Were suspended expelled	1.2	2.0	2.4	1.0
	(1.1)	(1.5)	(1.3)	(1.1)
Reached age limit	8.7	10.2	16.5	12.3
	(2.8)	(3.4)	(3.1)	(3.7)
Number of respondents	291	221	357	247
Percentage of graduates receiving a regular diploma	87.7	61.5	70.6	86.1
	(4.4)	(6.4)	(5.1)	(5.5)
Number of respondents	175	169	215	129
Percentage of dropouts whose parents reported they left school because:				
Not doing well in school	9.1	---	11.3	12.7
	(10.7)		(11.7)	(12.2)
Didn't like school/bored	35.2	---	38.6	25.6
	(17.7)		(18.0)	(16.0)
Had behavior problems	4.6	---	2.6	3.3
	(7.7)		(5.9)	(6.6)
Needed/found a job	2.9	---	0.0	7.0
	(6.2)		(0.0)	(9.4)
Got married/had a child	32.8	---	15.4	34.2
	(17.4)		(13.3)	(17.4)
Didn't get into program wanted	5.0	---	2.6	3.8
	(8.1)		(5.9)	(7.0)
Illness or disability	8.2	---	3.5	13.3
	(10.2)		(6.8)	(12.5)
Moved	2.9	---	2.6	1.5
	(6.2)		(5.9)	(4.4)
Friends were dropping out	3.1	---	5.1	3.3
	(6.4)		(8.2)	(6.6)
Other	25.9	---	40.9	25.8
	(16.2)		(18.2)	(16.1)
Number of respondents	23	9	20	24
Percentage of dropouts expected by parents to finish secondary school	12.4	---	18.9	21.0
	(14.2)		(13.5)	(16.4)
Number of respondents	17	12	23	20

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* See Appendix for percentage of youth who were out of secondary school.

Source: Parent interviews and students' school records.

Table 37C: SECONDARY SCHOOL COMPLETION OF YOUTH WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
School Completion	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage out-of-school youth who:*									
Graduated	55.3	70.5	81.2	72.1	71.6	50.6	65.4	71.7	76.9
	(7.5)	(6.3)	(5.0)	(5.9)	(4.6)	(9.1)	(6.3)	(5.9)	(5.5)
Dropped out	24.2	13.9	5.0	8.9	11.9	24.5	18.1	10.3	6.7
	(6.4)	(4.8)	(2.8)	(3.7)	(3.3)	(7.8)	(5.1)	(4.0)	(3.3)
Were suspended expelled	1.7	0.5	0.7	1.6	1.4	2.1	0.5	1.2	2.1
	(1.9)	(0.9)	(1.1)	(1.6)	(1.2)	(2.6)	(0.9)	(1.4)	(1.9)
Reached age limit	18.8	15.2	13.1	17.4	15.1	22.8	15.9	16.8	14.3
	(5.9)	(5.0)	(4.3)	(5.0)	(3.6)	(7.6)	(4.8)	(4.9)	(4.6)
Number of respondents	108	153	209	132	313	57	172	165	170
Percentage of graduates receiving a regular diploma	60.6	80.9	89.5	64.3	83.6	70.9	67.5	85.9	82.3
	(10.8)	(7.6)	(5.4)	(7.8)	(5.3)	(15.0)	(8.7)	(6.7)	(6.6)
Number of respondents	53	87	113	79	175	20	87	86	104
Percentage of dropouts whose parents reported they left school because:									
Not doing well in school	---	11.4	---	---	7.8	---	8.9	18.1	---
		(13.6)			(9.7)		(10.7)	(16.8)	
Didn't like school/bored	---	37.6	---	---	35.8	---	31.0	30.6	---
		(20.6)			(17.4)		(17.5)	(20.1)	
Had behavior problems	---	5.4	---	---	4.2	---	2.0	0.0	---
		(9.7)			(7.3)		(5.3)	(0.0)	
Needed/found a job	---	3.4	---	---	0.0	---	0.0	7.4	---
		(7.8)			(0.0)		(0.0)	(11.4)	
Got married/had a child	---	37.9	---	---	32.3	---	29.3	29.0	---
		(20.7)			(16.9)		(17.2)	(19.8)	
Didn't get into program wanted	---	1.8	---	---	1.4	---	6.6	0.0	---
		(5.7)			(4.2)		(9.4)	(0.0)	
Illness or disability	---	5.8	---	---	4.4	---	14.3	5.7	---
		(10.0)			(7.4)		(13.2)	(10.1)	
Moved	---	1.8	---	---	2.7	---	2.0	0.0	---
		(5.7)			(5.8)		(5.3)	(0.0)	
Friends were dropping out	---	3.7	---	---	5.6	---	0.0	4.6	---
		(8.0)			(8.3)		(0.0)	(9.2)	
Other	---	28.8	---	---	33.0	---	35.4	24.9	---
		(19.3)			(17.0)		(18.1)	(18.8)	
Number of respondents	11	18	12	7	27	7	21	17	5
Percentage of dropouts expected by parents to finish secondary school	---	6.0	---	---	15.1	---	---	13.5	---
		(10.7)			(12.7)			(14.9)	
Number of respondents	8	16	13	8	28	4	14	17	9

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* See Appendix for percentage of youth who were out of secondary school.

Source: Parent interviews and students' school records.

Table 38A: RESIDENTIAL INDEPENDENCE OF YOUTH WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Residential Independence Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage living:												
With parent(s)	87.0	92.9	92.5	87.5	87.9	85.9	94.6	89.1	80.1	92.1	81.9	74.6
	(1.5)	(1.8)	(2.5)	(6.5)	(2.0)	(2.4)	(2.1)	(2.5)	(2.8)	(1.6)	(3.9)	(4.6)
Alone	1.6	1.0	0.9	1.3	2.3	0.8	0.0	0.4	3.6	0.2	2.9	5.0
	(0.6)	(0.7)	(0.9)	(2.3)	(0.9)	(0.6)	(0.0)	(0.5)	(1.3)	(0.3)	(1.7)	(2.3)
With spouse/roommate	3.1	1.5	2.3	4.8	2.4	4.0	0.0	1.3	6.8	0.3	3.9	12.1
	(0.8)	(0.8)	(1.4)	(4.2)	(0.9)	(1.3)	(0.0)	(0.9)	(1.7)	(0.3)	(1.9)	(3.5)
With other family member	2.7	3.1	1.1	3.1	1.9	3.7	1.0	4.1	2.7	2.7	2.5	3.1
	(0.7)	(1.2)	(1.0)	(3.4)	(0.8)	(1.3)	(0.9)	(1.6)	(1.1)	(0.9)	(1.6)	(1.8)
In a residential/boarding school (not a college)	3.2	0.5	0.3	0.0	3.5	2.9	3.3	3.7	2.8	4.5	0.6	1.5
	(0.8)	(0.5)	(0.5)	(0.0)	(1.1)	(1.1)	(1.6)	(1.5)	(1.2)	(1.2)	(0.8)	(1.3)
In a college dormitory	1.0	0.6	2.2	0.0	0.9	1.2	0.0	1.1	1.7	0.0	4.7	1.2
	(0.5)	(0.5)	(1.4)	(0.0)	(0.6)	(0.7)	(0.0)	(0.8)	(0.9)	(0.0)	(2.1)	(1.1)
In a group home	0.6	0.0	0.1	3.2	0.3	0.9	0.3	0.0	1.3	0.1	2.2	0.7
	(0.4)	(0.0)	(0.3)	(3.5)	(0.3)	(0.7)	(0.5)	(0.0)	(0.8)	(0.2)	(1.5)	(0.9)
In a mental health facility or hospital/institution for the disabled	0.3	0.0	0.0	0.0	0.1	0.4	0.4	0.3	0.2	0.1	0.6	0.7
	(0.2)	(0.0)	(0.0)	(0.0)	(0.2)	(0.4)	(0.6)	(0.4)	(0.3)	(0.2)	(0.8)	(0.9)
In a correctional facility	0.1	0.2	0.0	0.0	0.2	0.0	0.0	0.0	0.2	0.0	0.3	0.3
	(0.1)	(0.3)	(0.0)	(0.0)	(0.3)	(0.0)	(0.0)	(0.0)	(0.3)	(0.0)	(0.5)	(0.5)
Other	0.3	0.2	0.5	0.0	0.4	0.2	0.4	0.0	0.5	0.1	0.4	0.9
	(0.3)	(0.3)	(0.7)	(0.0)	(0.4)	(0.3)	(0.6)	(0.0)	(0.5)	(0.2)	(0.7)	(1.0)
Number of respondents	1510	496	358	54	805	705	401	511	598	961	279	267
Percentage of institutionalized youth who have been in institutions:												
Less than 6 months	---	---	---	---	---	---	---	---	---	---	---	---
6 to 12 months	---	---	---	---	---	---	---	---	---	---	---	---
13 to 36 months	---	---	---	---	---	---	---	---	---	---	---	---
> 36 months	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	13	1	1	1	7	6	4	2	7	3	4	6
Percentage making alterations to home to accommodate disability	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	1399	482	341	52	742	657	365	477	557	889	265	244

Source: Parent interviews

Table 38B: RESIDENTIAL INDEPENDENCE OF YOUTH WITH HEARING IMPAIRMENTS

Residential Independence Characteristics	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Percentage living:				
With parent(s)	91.6	79.8	83.7	89.9
	(1.8)	(3.0)	(2.2)	(2.1)
Alone	0.9	1.6	1.8	1.4
	(0.6)	(0.9)	(0.8)	(0.8)
With spouse/roommate	2.6	4.5	3.8	2.5
	(1.0)	(1.6)	(1.1)	(1.1)
With other family member	2.2	3.5	2.5	2.9
	(0.9)	(1.4)	(0.9)	(1.1)
In a residential/boarding school (not a college)	0.4	8.7	6.1	0.7
	(0.4)	(2.1)	(1.4)	(0.6)
In a college dormitory	1.2	0.9	0.9	1.2
	(0.7)	(0.7)	(0.6)	(0.7)
In a group home	0.7	0.3	0.2	0.9
	(0.5)	(0.4)	(0.3)	(0.6)
In a mental health facility or hospital/institution for the disabled	0.0	0.5	0.4	0.2
	(0.0)	(0.5)	(0.4)	(0.3)
In a correctional facility	0.0	0.0	0.0	0.2
	(0.0)	(0.0)	(0.0)	(0.3)
Other	0.3	0.3	0.5	0.1
	(0.4)	(0.4)	(0.4)	(0.3)
Number of respondents	794	519	816	694
Percentage of institutionalized youth who have been in institutions:				
Less than 6 months	---	---	---	---
6 to 12 months	---	---	---	---
13 to 36 months	---	---	---	---
> 36 months	---	---	---	---
Number of respondents	2	5	7	6
Percentage making alterations to home to accommodate disability	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	765	502	763	636

Source: Parent interviews.

Table 38C: RESIDENTIAL INDEPENDENCE OF YOUTH WITH HEARING IMPAIRMENTS

Residential Independence Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage living:									
With parent(s)	86.5	87.5	89.8	84.2	87.3	89.5	87.7	85.9	89.3
	(3.0)	(2.9)	(2.4)	(2.7)	(2.2)	(3.2)	(2.7)	(2.8)	(2.5)
Alone	1.6	1.3	1.2	1.3	2.0	0.6	1.6	1.5	1.9
	(1.1)	(1.0)	(0.9)	(0.9)	(0.9)	(0.8)	(1.0)	(1.0)	(1.1)
With spouse/roommate	1.6	3.8	2.9	0.8	4.0	2.6	2.9	4.4	1.7
	(1.1)	(1.7)	(1.3)	(0.7)	(1.3)	(1.7)	(1.4)	(1.6)	(1.0)
With other family member	5.5	1.8	1.2	5.6	1.9	2.8	2.4	3.4	2.5
	(2.0)	(1.2)	(0.9)	(1.7)	(0.9)	(1.7)	(1.2)	(1.4)	(1.3)
In a residential/boarding school (not a college)	3.9	3.5	1.9	4.3	2.8	3.2	3.4	3.4	1.9
	(1.7)	(1.6)	(1.1)	(1.5)	(1.1)	(1.9)	(1.5)	(1.5)	(1.1)
In a college dormitory	0.4	1.6	1.2	1.8	0.7	1.3	1.2	1.0	1.0
	(0.6)	(1.1)	(0.9)	(1.0)	(0.5)	(1.2)	(0.9)	(0.8)	(0.8)
In a group home	0.0	0.1	1.6	0.0	0.9	0.0	0.3	0.3	1.4
	(0.0)	(0.3)	(1.0)	(0.0)	(0.6)	(0.0)	(0.4)	(0.4)	(1.0)
In a mental health facility or hospital/institution for the disabled	0.4	0.0	0.0	0.9	0.1	0.0	0.3	0.0	0.0
	(0.5)	(0.0)	(0.0)	(0.7)	(0.2)	(0.0)	(0.4)	(0.0)	(0.0)
In a correctional facility	0.0	0.2	0.0	0.5	0.0	0.0	0.0	0.0	0.2
	(0.0)	(0.4)	(0.0)	(0.5)	(0.0)	(0.0)	(0.0)	(0.0)	(0.4)
Other	0.2	0.2	0.2	0.5	0.3	0.0	0.3	0.1	0.1
	(0.4)	(0.4)	(0.4)	(0.5)	(0.4)	(0.0)	(0.4)	(0.3)	(0.3)
Number of respondents	349	436	548	370	847	196	460	499	473
Percentage of institutionalized youth who have been in institutions:									
Less than 6 months	---	---	---	---	---	---	---	---	---
6 to 12 months	---	---	---	---	---	---	---	---	---
13 to 36 months	---	---	---	---	---	---	---	---	---
> 36 months	---	---	---	---	---	---	---	---	---
Number of respondents	2	2	2	6	6	0	4	1	2
Percentage making alterations to home to accommodate disability	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	313	401	543	344	818	166	426	469	458

Source: Parent interviews.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH HEARING IMPAIRMENTS

Home-Care Independence	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage fixing own breakfast or lunch:												
Always	35.7	36.9	38.9	26.6	32.2	39.6	37.2	37.4	33.0	36.5	34.8	33.1
	(2.4)	(3.1)	(4.0)	(6.4)	(3.2)	(3.6)	(4.6)	(4.2)	(3.8)	(3.0)	(5.3)	(6.1)
Usually	24.3	22.1	24.7	28.1	25.8	22.4	23.1	26.7	22.9	23.7	25.1	25.4
	(2.1)	(2.7)	(3.6)	(6.5)	(3.0)	(3.1)	(4.0)	(3.8)	(3.4)	(2.6)	(4.8)	(5.6)
Sometimes	36.0	36.6	34.0	38.4	36.3	35.6	35.1	32.8	39.4	35.4	38.2	35.9
	(2.4)	(3.1)	(3.9)	(7.0)	(3.3)	(3.6)	(4.6)	(4.1)	(3.9)	(3.0)	(5.4)	(6.2)
Never	4.1	4.4	2.4	6.8	5.7	2.4	4.6	3.1	4.7	4.3	1.9	5.6
	(1.0)	(1.3)	(1.3)	(3.6)	(1.6)	(1.1)	(2.0)	(1.5)	(1.7)	(1.3)	(1.5)	(3.0)
Number of respondents	1253	622	470	161	665	588	365	431	457	849	221	183
Percentage buying items from a store on his/her own:												
Always	24.7	26.3	24.5	21.6	20.1	30.1	20.0	23.1	29.9	21.9	26.5	34.2
	(2.2)	(2.8)	(3.6)	(5.9)	(2.7)	(3.4)	(3.8)	(3.7)	(3.7)	(2.6)	(4.9)	(6.1)
Usually	21.0	20.1	20.5	24.1	20.6	21.6	21.6	22.0	19.8	21.7	19.4	20.1
	(2.0)	(2.6)	(3.3)	(6.1)	(2.7)	(3.1)	(3.9)	(3.6)	(3.2)	(2.6)	(4.4)	(5.2)
Sometimes	46.5	44.1	49.1	47.1	50.5	42.0	49.9	49.7	41.1	49.2	45.7	36.9
	(2.5)	(3.2)	(4.1)	(7.2)	(3.4)	(3.7)	(4.8)	(4.4)	(3.9)	(3.1)	(5.5)	(6.2)
Never	7.7	9.5	5.8	7.2	8.9	6.3	8.5	5.2	9.2	7.2	8.4	8.8
	(1.3)	(1.9)	(1.9)	(3.7)	(1.9)	(1.8)	(2.7)	(1.9)	(2.3)	(1.6)	(3.1)	(3.7)
Number of respondents	1253	623	468	162	664	589	366	430	457	848	222	183
Percentage doing laundry:												
Always	20.4	21.1	22.1	15.8	13.9	27.9	16.1	22.5	22.0	19.7	19.4	24.2
	(2.0)	(2.6)	(3.4)	(5.3)	(2.3)	(3.3)	(3.5)	(3.6)	(3.3)	(2.5)	(4.4)	(5.6)
Usually	12.1	13.1	9.5	14.7	10.3	14.1	11.2	12.1	12.7	11.1	14.2	13.9
	(1.6)	(2.2)	(2.4)	(5.1)	(2.1)	(2.6)	(3.0)	(2.8)	(2.7)	(1.9)	(3.9)	(4.5)
Sometimes	39.3	39.9	38.8	39.0	36.2	42.9	40.2	38.1	39.8	39.5	37.3	40.6
	(2.4)	(3.1)	(4.0)	(7.0)	(3.3)	(3.7)	(4.7)	(4.2)	(3.9)	(3.0)	(5.4)	(6.4)
Never	28.2	26.0	29.5	30.5	39.6	15.1	32.6	27.2	25.6	29.7	29.0	21.3
	(2.3)	(2.8)	(3.8)	(6.6)	(3.3)	(2.7)	(4.5)	(3.9)	(3.5)	(2.8)	(5.1)	(5.3)
Number of respondents	1254	624	470	160	664	590	366	432	456	851	221	182

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Home-Care Independence	Regular School	Special School	Deaf	Hard of Hearing
Percentage fixing own breakfast or lunch:				
Always	38.9	31.0	35.7	35.6
	(3.3)	(4.1)	(3.2)	(3.5)
Usually	21.6	26.9	25.8	23.0
	(2.7)	(3.9)	(2.9)	(3.1)
Sometimes	35.2	38.2	35.0	36.7
	(3.2)	(4.3)	(3.2)	(3.5)
Never	4.3	3.9	3.4	4.7
	(1.4)	(1.7)	(1.2)	(1.5)
Number of respondents	713	394	645	608
Percentage buying items from a store on his/her own:				
Always	21.9	31.1	25.5	24.1
	(2.8)	(4.1)	(2.9)	(3.1)
Usually	21.1	21.5	24.1	18.5
	(2.7)	(3.7)	(2.9)	(2.8)
Sometimes	49.8	37.9	41.0	51.1
	(3.3)	(4.3)	(3.3)	(3.6)
Never	7.2	9.4	9.4	6.3
	(1.7)	(2.6)	(2.0)	(1.8)
Number of respondents	712	395	643	610
Percentage doing laundry:				
Always	17.7	25.0	24.3	17.3
	(2.5)	(3.8)	(2.9)	(2.7)
Usually	9.6	17.8	16.7	8.3
	(2.0)	(3.4)	(2.5)	(2.0)
Sometimes	40.6	38.5	38.1	40.3
	(3.3)	(4.3)	(3.3)	(3.6)
Never	32.2	18.8	20.9	34.1
	(3.1)	(3.4)	(2.7)	(3.4)
Number of respondents	715	393	644	610

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39C: HOME-CARE INDEPENDENCE OF YOUTH WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Home-Care Independence	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage fixing own breakfast or lunch:									
Always	36.7	31.8	39.6	43.8	32.8	38.2	35.7	35.4	36.8
	(4.5)	(4.4)	(4.2)	(4.0)	(3.3)	(5.5)	(4.2)	(4.2)	(4.2)
Usually	13.9	30.6	27.4	12.3	30.9	12.8	18.2	27.7	26.9
	(3.3)	(4.3)	(3.8)	(2.7)	(3.3)	(3.8)	(3.4)	(3.9)	(3.8)
Sometimes	43.6	33.4	30.2	39.7	33.3	42.4	40.7	33.5	33.2
	(4.7)	(4.4)	(3.9)	(3.9)	(3.3)	(5.6)	(4.3)	(4.1)	(4.1)
Never	5.7	4.1	2.7	4.1	2.9	6.6	5.4	3.4	3.0
	(2.2)	(1.9)	(1.4)	(1.6)	(1.2)	(2.8)	(2.0)	(1.6)	(1.5)
Number of respondents	294	376	486	311	710	174	398	428	415
Percentage buying items from a store on his/her own:									
Always	32.0	22.0	22.3	30.4	22.9	28.0	29.0	21.1	24.4
	(4.4)	(3.9)	(3.5)	(3.7)	(3.0)	(5.1)	(4.0)	(3.6)	(3.7)
Usually	17.0	24.8	22.8	14.9	24.2	15.0	15.6	25.0	23.2
	(3.6)	(4.1)	(3.6)	(2.9)	(3.0)	(4.1)	(3.2)	(3.8)	(3.6)
Sometimes	39.8	47.3	48.8	46.1	46.2	46.1	46.2	45.4	47.8
	(4.6)	(4.7)	(4.2)	(4.0)	(3.5)	(5.7)	(4.4)	(4.4)	(4.3)
Never	11.3	5.9	6.2	8.6	6.6	10.8	9.2	8.5	4.6
	(3.0)	(2.2)	(2.0)	(2.3)	(1.8)	(3.5)	(2.5)	(2.4)	(1.8)
Number of respondents	295	376	486	309	710	174	399	425	417
Percentage doing laundry:									
Always	22.0	23.5	15.6	32.4	15.5	22.8	21.8	20.0	19.6
	(3.9)	(4.0)	(3.1)	(3.8)	(2.6)	(4.8)	(3.6)	(3.5)	(3.4)
Usually	12.0	12.3	12.9	9.7	14.5	5.2	7.8	13.1	16.0
	(3.0)	(3.1)	(2.8)	(2.4)	(2.5)	(2.5)	(2.3)	(3.0)	(3.1)
Sometimes	35.8	37.2	43.5	34.7	41.6	39.2	39.1	38.5	40.4
	(4.5)	(4.5)	(4.2)	(3.8)	(3.5)	(5.5)	(4.2)	(4.3)	(4.2)
Never	30.3	27.0	28.0	23.2	28.3	32.8	31.3	28.4	24.0
	(4.3)	(4.2)	(3.8)	(3.4)	(3.2)	(5.3)	(4.0)	(4.0)	(3.7)
Number of respondents	295	377	486	312	708	174	398	427	416

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

Home-Care Independence	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage straightening up own living area:												
Always	56.3	59.3	53.2	55.7	46.3	67.6	58.2	53.5	57.4	56.9	49.2	61.1
	(2.5)	(3.2)	(4.1)	(7.1)	(3.4)	(3.5)	(4.7)	(4.4)	(3.9)	(3.1)	(5.6)	(6.3)
Usually	14.2	12.3	17.7	11.5	15.9	12.1	12.3	12.8	16.9	12.8	17.3	16.3
	(1.7)	(2.1)	(3.2)	(4.6)	(2.5)	(2.4)	(3.1)	(2.9)	(3.0)	(2.1)	(4.2)	(4.8)
Sometimes	26.7	25.4	25.5	31.9	34.7	17.7	25.9	31.2	23.4	27.4	30.1	21.0
	(2.2)	(2.8)	(3.6)	(6.7)	(3.2)	(2.8)	(4.2)	(4.0)	(3.4)	(2.8)	(5.1)	(5.3)
Never	2.8	3.0	3.6	0.9	3.0	2.5	3.7	2.5	2.3	2.9	3.5	1.5
	(0.8)	(1.1)	(1.5)	(1.3)	(1.2)	(1.2)	(1.8)	(1.4)	(1.2)	(1.0)	(2.0)	(1.6)
Number of respondents	1258	626	470	162	666	592	366	434	458	853	222	183
Average overall home-care independence score:*												
4 to 8	16.8	16.3	15.0	21.2	23.4	9.1	20.2	16.0	14.8	18.0	15.9	12.9
	(1.9)	(2.4)	(3.0)	(5.9)	(2.9)	(2.1)	(3.8)	(3.2)	(2.8)	(2.4)	(4.1)	(4.3)
9 to 12	54.3	53.4	55.5	53.8	54.5	54.1	53.5	53.0	56.0	54.2	57.4	51.4
	(2.5)	(3.2)	(4.1)	(7.2)	(3.4)	(3.7)	(4.8)	(4.4)	(4.0)	(3.1)	(5.6)	(6.5)
13 to 15	23.7	23.8	24.5	21.7	18.3	29.8	21.8	26.0	23.0	23.1	22.6	26.8
	(2.1)	(2.8)	(3.6)	(5.9)	(2.6)	(3.4)	(3.9)	(3.8)	(3.4)	(2.6)	(4.7)	(5.7)
16	5.3	6.5	4.9	3.3	3.8	7.0	4.5	5.0	6.1	4.7	4.0	8.9
	(1.1)	(1.6)	(1.8)	(2.6)	(1.3)	(1.9)	(2.0)	(1.9)	(1.9)	(1.3)	(2.2)	(3.7)
Number of respondents	1244	617	467	160	659	585	365	426	453	844	218	182

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* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Home-Care Independence	Regular School	Special School	Deaf	Hard of Hearing
Percentage straightening up own living area:				
Always	54.9	62.5	59.8	53.4
	(3.3)	(4.3)	(3.3)	(3.6)
Usually	13.0	15.4	16.3	12.4
	(2.2)	(3.2)	(2.5)	(2.4)
Sometimes	29.2	19.9	21.9	30.6
	(3.0)	(3.6)	(2.8)	(3.4)
Never	2.9	2.2	1.9	3.5
	(1.1)	(1.3)	(0.9)	(1.3)
Number of respondents	718	394	645	613
Average overall home-care independence score:*				
4 to 8	18.4	12.9	13.0	19.9
	(2.6)	(3.0)	(2.3)	(2.9)
9 to 12	54.4	54.3	52.9	55.4
	(3.3)	(4.4)	(3.4)	(3.6)
13 to 15	23.2	25.1	26.7	21.2
	(2.8)	(3.8)	(3.0)	(3.0)
16	4.0	7.7	7.4	3.5
	(1.3)	(2.4)	(1.8)	(1.3)
Number of respondents	707	391	638	606

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* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39C: HOME-CARE INDEPENDENCE OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Home-Care Independence	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage straightening up own living area:									
Always	58.8	61.1	50.0	64.7	54.5	56.2	62.5	51.3	55.0
	(4.7)	(4.6)	(4.2)	(3.9)	(3.5)	(5.6)	(4.2)	(4.4)	(4.3)
Usually	12.5	10.4	19.7	8.9	16.9	9.4	10.2	16.1	16.9
	(3.1)	(2.9)	(3.4)	(2.3)	(2.6)	(3.3)	(2.6)	(3.2)	(3.2)
Sometimes	25.9	26.3	26.9	25.1	26.2	28.8	25.1	31.0	23.6
	(4.2)	(4.1)	(3.8)	(3.5)	(3.1)	(5.1)	(3.8)	(4.1)	(3.6)
Never	2.7	2.1	3.3	1.4	2.5	5.6	2.1	1.6	4.6
	(1.6)	(1.3)	(1.5)	(0.9)	(1.1)	(2.6)	(1.3)	(1.1)	(1.8)
Number of respondents	295	379	487	311	712	174	400	427	418
Average overall home-care independence score:*									
4 to 8	20.2	14.9	14.4	13.4	15.0	25.7	19.3	15.4	14.8
	(3.8)	(3.4)	(3.0)	(2.8)	(2.5)	(5.0)	(3.4)	(3.2)	(3.1)
9 to 12	48.2	56.1	58.4	50.4	58.2	45.5	51.4	58.5	52.6
	(4.7)	(4.7)	(4.2)	(4.1)	(3.5)	(5.7)	(4.4)	(4.3)	(4.3)
13 to 15	24.2	22.4	24.7	26.7	23.4	21.6	22.2	23.3	26.3
	(4.0)	(3.9)	(3.7)	(3.6)	(3.0)	(4.7)	(3.6)	(3.7)	(3.8)
16	7.3	6.5	2.6	9.5	3.3	7.3	7.1	2.8	6.3
	(2.5)	(2.3)	(1.4)	(2.4)	(1.3)	(3.0)	(2.2)	(1.4)	(2.1)
Number of respondents	293	374	482	309	704	174	395	424	413

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* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 40A: FINANCIAL INDEPENDENCE OF YOUTH WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Financial Independence	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of in-school youth receiving allowance or other money they control	81.4	77.1	87.8	85.9	80.8	82.1	79.6	84.3	77.5	81.4	---	---
	(2.2)	(3.5)	(3.8)	(8.6)	(3.1)	(3.3)	(3.8)	(3.2)	(6.1)	(2.3)		
Number of respondents	929	331	233	34	494	435	381	415	133	929	0	0
Percentage of out-of-school youth who had:												
Savings account	48.8	40.6	60.5	---	53.1	43.6	---	55.6	48.1	---	47.8	49.6
	(4.2)	(6.5)	(8.8)		(5.7)	(6.3)		(13.0)	(4.3)		(5.7)	(5.8)
Checking account	8.7	5.3	9.0	---	7.8	9.9	---	4.0	9.2	---	9.0	8.5
	(2.4)	(3.0)	(5.2)		(3.1)	(3.8)		(5.1)	(2.5)		(3.2)	(3.3)
Other investments	0.5	1.5	0.0	---	1.0	0.0	---	0.0	0.6	---	0.7	0.4
	(0.6)	(1.6)	(0.0)		(1.1)	(0.0)		(0.0)	(0.7)		(1.0)	(0.7)
Credit card in own name	8.0	8.7	16.7	---	6.4	10.0	---	5.2	8.3	---	3.0	12.3
	(2.3)	(3.7)	(6.7)		(2.8)	(3.8)		(5.7)	(2.4)		(1.9)	(3.8)
None of these	40.9	51.3	30.3	---	37.7	44.7	---	39.0	41.1	---	42.0	39.9
	(4.1)	(6.6)	(8.3)		(5.5)	(6.2)		(12.5)	(4.2)		(5.6)	(5.7)
Number of respondents	430	131	98	12	232	198	1	47	382	0	211	219
Percentage of out-of-school youth living independently who received financial support from family for living expenses	24.1	33.6	---	---	19.4	29.0	---	---	18.8	---	42.8	13.6
	(8.6)	(17.4)			(10.8)	(13.7)			(8.0)		(16.0)	(8.4)
Number of respondents	76	17	13	4	41	35	0	8	68	0	26	50

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 40B: FINANCIAL INDEPENDENCE OF YOUTH WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Financial Independence	Regular School	Special School	Deaf	Hard of Hearing
Percentage of in-school youth receiving allowance or other money they control	83.7	79.8	80.6	82.1
	(2.9)	(3.9)	(3.0)	(3.2)
Number of respondents	525	317	472	457
Percentage of out-of-school youth who had:				
Savings account	55.7	42.6	44.5	53.7
	(6.1)	(6.9)	(5.1)	(6.8)
Checking account	6.2	10.8	11.7	5.3
	(2.9)	(4.3)	(3.3)	(3.1)
Other investments	0.7	0.5	0.3	0.8
	(1.0)	(1.0)	(0.6)	(1.2)
Credit card in own name	13.4	0.9	2.5	14.5
	(4.2)	(1.3)	(1.6)	(4.8)
None of these	36.8	43.6	42.0	39.6
	(5.9)	(6.8)	(5.0)	(6.6)
Number of respondents	211	152	255	175
Percentage of out-of-school youth living independently who received financial support from family for living expenses	29.2	23.1	24.4	23.8
	(14.3)	(13.0)	(10.0)	(15.0)
Number of respondents	32	31	50	26

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 40C: FINANCIAL INDEPENDENCE OF YOUTH WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Financial Independence	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of in-school youth receiving allowance or other money they control	74.0	83.7	88.8	81.8	87.1	52.4	68.8	85.6	90.6
	(4.6)	(4.0)	(3.2)	(3.7)	(2.8)	(6.4)	(4.7)	(3.5)	(3.0)
Number of respondents	240	280	337	231	520	135	287	330	300
Percentage of out-of-school youth who had:									
Savings account	27.4	44.1	68.1	25.1	56.7	40.8	39.3	46.8	63.1
	(8.0)	(8.1)	(6.4)	(5.9)	(5.8)	(12.1)	(7.3)	(7.6)	(6.9)
Checking account	7.5	7.3	9.1	6.9	9.5	8.4	6.5	11.4	9.0
	(4.7)	(4.2)	(3.9)	(3.5)	(3.4)	(6.8)	(3.7)	(4.9)	(4.1)
Other investments	0.9	1.1	0.0	0.8	0.5	0.0	0.0	1.0	0.7
	(1.7)	(1.7)	(0.0)	(1.2)	(0.8)	(0.0)	(0.0)	(1.5)	(1.1)
Credit card in own name	2.2	4.9	14.0	4.5	8.2	5.5	4.6	8.2	11.7
	(2.6)	(3.5)	(4.7)	(2.8)	(3.2)	(5.5)	(3.1)	(4.2)	(4.5)
None of these	62.1	46.2	22.3	64.4	32.8	48.9	52.6	39.7	27.0
	(8.6)	(8.0)	(5.7)	(6.5)	(5.4)	(12.0)	(7.4)	(7.5)	(6.3)
Number of respondents	81	124	189	112	262	36	133	138	152
Percentage of out-of-school youth living independently who received financial support from family for living expenses	38.7	25.2	24.2	---	17.4	---	37.2	23.6	11.3
	(20.3)	(16.4)	(14.7)		(9.6)		(19.2)	(13.1)	(11.6)
Number of respondents	15	23	30	10	55	9	19	34	23

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Social Experiences	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage getting together with friends:												
Less than once a week	14.0	16.6	12.6	11.1	12.3	15.8	13.1	14.7	14.0	15.1	13.3	10.9
	(1.6)	(2.6)	(3.3)	(6.6)	(2.1)	(2.6)	(3.1)	(2.9)	(2.5)	(2.1)	(3.5)	(3.5)
Once a week	12.8	14.1	14.3	9.5	13.9	11.5	12.5	16.7	9.5	14.7	8.3	10.0
	(1.6)	(2.4)	(3.5)	(6.1)	(2.2)	(2.2)	(3.1)	(3.1)	(2.1)	(2.1)	(2.9)	(3.4)
2 to 3 times a week	28.4	27.3	31.7	29.1	27.0	29.9	25.1	25.2	33.4	25.4	31.3	35.8
	(2.1)	(3.1)	(4.6)	(9.5)	(2.8)	(3.2)	(4.0)	(3.6)	(3.4)	(2.6)	(4.8)	(5.4)
4 to 5 times a week	17.4	16.2	15.9	23.8	17.7	17.0	20.9	14.2	17.7	17.0	13.6	22.1
	(1.8)	(2.6)	(3.6)	(8.9)	(2.4)	(2.6)	(3.8)	(2.9)	(2.8)	(2.3)	(3.5)	(4.7)
More than 5 times a week	27.5	25.8	25.5	26.5	29.1	25.7	28.4	29.2	25.4	27.7	33.5	21.3
	(2.1)	(3.0)	(4.3)	(9.2)	(2.9)	(3.1)	(4.2)	(3.8)	(3.2)	(2.7)	(4.9)	(4.6)
Number of respondents	1402	487	337	49	738	664	380	477	545	905	256	241
Percentage belonging to:												
No school/community group	52.1	66.9	50.4	48.8	50.7	53.7	49.0	44.2	60.9	46.9	51.9	69.9
	(2.3)	(3.2)	(4.8)	(10.2)	(3.2)	(3.4)	(4.7)	(4.0)	(3.5)	(3.0)	(5.0)	(5.1)
Sports team	32.3	19.9	26.9	36.5	34.5	29.9	34.3	39.9	24.6	36.9	33.2	15.9
	(2.2)	(2.7)	(4.3)	(9.9)	(3.0)	(3.1)	(4.4)	(4.0)	(3.1)	(2.9)	(4.8)	(4.0)
Performing group	6.1	3.4	7.0	3.4	4.9	7.6	6.9	8.0	4.1	7.6	5.3	2.1
	(1.1)	(1.3)	(2.5)	(3.7)	(1.4)	(1.8)	(2.4)	(2.2)	(1.4)	(1.6)	(2.3)	(1.6)
Community/church group	17.5	14.2	20.4	26.0	16.8	18.4	20.3	18.2	15.1	19.1	17.8	12.0
	(1.8)	(2.4)	(3.9)	(9.0)	(2.4)	(2.7)	(3.8)	(3.1)	(2.5)	(2.3)	(3.9)	(3.6)
School subject club	0.9	1.1	1.0	0.0	0.5	1.4	1.2	1.4	0.4	1.5	0.0	0.0
	(0.5)	(0.7)	(1.0)	(0.0)	(0.5)	(0.8)	(1.0)	(1.0)	(0.4)	(0.7)	(0.0)	(0.0)
Fraternity/sorority or other social club	5.8	4.0	8.1	0.0	7.2	4.2	0.0	10.8	5.1	0.0	6.6	5.1
	(1.8)	(2.4)	(4.7)	(0.0)	(2.8)	(2.3)	(0.0)	(6.5)	(1.8)	(0.0)	(2.5)	(2.4)
Hobby club	2.0	0.6	2.9	0.9	2.2	1.6	3.0	1.3	1.0	2.0	0.0	0.0
	(0.8)	(0.7)	(2.0)	(2.3)	(1.2)	(1.1)	(1.6)	(1.0)	(1.5)	(0.8)	(0.0)	(0.0)
Student government	1.1	0.8	0.6	0.0	0.5	1.8	1.6	0.8	0.9	1.3	1.4	0.0
	(0.5)	(0.6)	(0.8)	(0.0)	(0.4)	(0.9)	(1.2)	(0.7)	(0.7)	(0.7)	(1.2)	(0.0)
Volunteer service group	1.0	0.5	2.7	0.0	1.1	0.9	0.7	1.2	1.1	0.8	2.7	0.0
	(0.5)	(0.5)	(1.6)	(0.0)	(0.7)	(0.7)	(0.8)	(0.9)	(0.7)	(0.5)	(1.6)	(0.0)
Vocational club	2.1	0.7	1.9	7.9	1.5	2.8	1.9	3.3	1.2	3.2	0.0	0.3
	(0.7)	(0.6)	(1.3)	(5.6)	(0.8)	(1.1)	(1.3)	(1.4)	(0.8)	(1.0)	(0.0)	(0.6)
Other	4.1	3.5	3.7	0.0	3.5	4.7	4.5	5.3	2.9	3.0	9.5	2.8
	(0.9)	(1.3)	(1.8)	(0.0)	(1.2)	(1.5)	(1.9)	(1.8)	(1.2)	(1.0)	(3.0)	(1.8)
Number of respondents	1440	493	343	50	761	679	388	489	563	926	268	246

Source: Parent interviews

Table 41B: SOCIAL EXPERIENCES OF YOUTH WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Social Experiences	Regular School	Special School	Deaf	Hard of Hearing
Percentage getting together with friends:				
Less than once a week	12.9	13.7	12.7	15.1
	(2.2)	(2.8)	(2.1)	(2.5)
Once a week	12.9	10.3	12.4	13.1
	(2.2)	(2.5)	(2.0)	(2.4)
2 to 3 times a week	29.7	24.4	27.1	29.5
	(3.0)	(3.5)	(2.8)	(3.2)
4 to 5 times a week	17.5	18.6	16.4	18.2
	(2.5)	(3.2)	(2.3)	(2.7)
More than 5 times a week	27.0	33.0	31.4	24.2
	(2.9)	(3.8)	(2.9)	(3.0)
Number of respondents	761	465	742	660
Percentage belonging to:				
No school/community group	54.4	42.1	46.2	57.1
	(3.2)	(3.8)	(3.0)	(3.4)
Sports team	27.3	47.7	38.8	26.8
	(2.9)	(3.9)	(2.9)	(3.1)
Performing group	5.2	9.4	8.0	4.6
	(1.4)	(2.3)	(1.6)	(1.5)
Community/church group	19.4	14.5	16.8	18.1
	(2.5)	(2.7)	(2.2)	(2.7)
School subject club	1.0	0.6	0.8	1.1
	(0.6)	(0.6)	(0.5)	(0.7)
Fraternity/sorority or other social club	5.0	8.2	7.1	4.4
	(2.5)	(3.7)	(2.5)	(2.5)
Hobby club	1.6	2.9	3.3	0.9
	(1.0)	(1.6)	(1.4)	(0.8)
Student government	0.5	2.6	1.8	0.5
	(0.5)	(1.2)	(0.8)	(0.5)
Volunteer service group	1.4	0.3	1.0	1.0
	(0.8)	(0.4)	(0.6)	(0.7)
Vocational club	2.5	1.1	1.8	2.3
	(1.0)	(0.8)	(0.8)	(1.0)
Other	3.1	5.7	5.3	3.1
	(1.1)	(1.8)	(1.3)	(1.2)
Number of respondents	773	487	765	675

Source: Parent interviews

Table 41C: SOCIAL EXPERIENCES OF YOUTH WITH HEARING IMPAIRMENTS

Social Experiences	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage getting together with friends:									
Less than once a week	16.6	14.0	10.9	12.9	12.6	23.1	15.8	14.6	9.9
	(3.3)	(3.1)	(2.5)	(2.6)	(2.2)	(4.5)	(3.0)	(2.9)	(2.4)
Once a week	12.5	11.5	15.4	10.7	12.5	17.7	11.8	12.8	14.5
	(2.9)	(2.8)	(2.9)	(2.4)	(2.2)	(4.1)	(2.7)	(2.7)	(2.8)
2 to 3 times a week	26.3	30.4	28.5	29.5	27.2	31.3	29.8	25.4	30.8
	(3.9)	(4.1)	(3.6)	(3.6)	(2.9)	(5.0)	(3.8)	(3.6)	(3.7)
4 to 5 times a week	15.3	17.5	18.7	19.3	17.3	12.7	11.8	22.7	17.0
	(3.2)	(3.4)	(3.1)	(3.1)	(2.5)	(3.6)	(2.7)	(3.4)	(3.0)
More than 5 times a week	29.4	26.6	26.5	27.6	30.4	15.1	30.7	24.5	27.8
	(4.0)	(3.9)	(3.6)	(3.5)	(3.0)	(3.9)	(3.8)	(3.5)	(3.6)
Number of respondents	334	421	533	341	804	189	440	482	459
Percentage belonging to:									
No school/community group	62.4	49.9	45.4	55.9	47.1	75.3	64.6	51.5	38.1
	(4.2)	(4.4)	(4.0)	(3.8)	(3.3)	(4.6)	(3.9)	(4.0)	(3.9)
Sports team	25.6	34.0	36.8	29.2	36.0	18.4	23.9	33.5	41.4
	(3.8)	(4.1)	(3.9)	(3.5)	(3.2)	(4.1)	(3.5)	(3.8)	(4.0)
Performing group	6.5	7.5	5.3	5.2	7.4	2.3	3.2	7.4	8.3
	(2.1)	(2.3)	(1.8)	(1.7)	(1.7)	(1.6)	(1.4)	(2.1)	(2.2)
Community/church group	9.9	19.6	22.7	17.7	20.0	5.2	12.7	16.3	25.6
	(2.6)	(3.5)	(3.4)	(2.9)	(2.6)	(2.4)	(2.7)	(3.0)	(3.5)
School subject club	0.9	0.7	1.2	1.2	0.8	0.4	0.8	0.4	1.9
	(0.8)	(0.7)	(0.9)	(0.8)	(0.6)	(0.7)	(0.7)	(0.5)	(1.1)
Fraternity/sorority or other social club	0.6	8.4	7.9	1.2	7.6	1.5	1.3	4.9	13.2
	(1.2)	(4.1)	(3.6)	(1.4)	(2.9)	(2.4)	(1.5)	(3.1)	(4.6)
Hobby club	1.9	0.8	3.2	1.3	2.4	0.0	0.3	2.2	3.4
	(1.4)	(1.0)	(1.8)	(1.1)	(1.3)	(0.0)	(0.6)	(1.5)	(1.9)
Student government	1.6	0.7	1.4	1.4	1.1	0.4	0.9	0.2	2.5
	(1.1)	(0.7)	(0.9)	(0.9)	(0.7)	(0.7)	(0.8)	(0.4)	(1.3)
Volunteer service group	0.5	1.1	1.6	1.9	0.9	0.0	1.1	0.4	1.8
	(0.6)	(0.9)	(1.0)	(1.0)	(0.6)	(0.0)	(0.9)	(0.5)	(1.1)
Vocational club	0.9	0.7	4.1	0.4	3.0	0.0	1.3	1.1	3.3
	(0.8)	(0.7)	(1.6)	(0.5)	(1.1)	(0.0)	(0.9)	(0.9)	(1.5)
Other	1.5	4.6	5.6	2.1	4.3	3.8	1.5	4.0	7.4
	(1.0)	(1.8)	(1.9)	(1.1)	(1.3)	(2.0)	(1.0)	(1.6)	(2.1)
Number of respondents	347	432	541	357	820	193	455	492	470

Source: Parent interviews

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

Social Experiences	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage ever arrested	5.3 (1.0)	4.6 (1.4)	4.7 (2.0)	13.7 (7.0)	7.7 (1.7)	2.5 (1.1)	4.4 (1.9)	5.4 (1.8)	5.7 (1.6)	4.6 (1.2)	5.8 (2.4)	6.9 (2.7)
Number of respondents	1451	493	345	50	768	683	387	490	574	927	270	254
Percentage of out-of-school youth who were:*												
Single, never married	89.2 (2.6)	95.5 (2.9)	81.0 (6.9)	---	95.5 (2.3)	81.8 (4.8)	---	95.3 (5.1)	88.6 (2.8)	---	98.3 (1.5)	81.8 (4.5)
Engaged	5.2 (1.8)	2.4 (2.1)	13.1 (5.9)	---	1.1 (1.2)	9.8 (3.7)	---	0.0 (0.0)	5.6 (2.0)	---	0.8 (1.1)	8.6 (3.3)
Married	5.7 (1.9)	2.1 (2.0)	5.9 (4.1)	---	3.3 (2.0)	8.4 (3.5)	---	4.7 (5.1)	5.8 (2.0)	---	0.8 (1.1)	9.6 (3.4)
Divorced/separated	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	---	0.0 (0.0)	0.0 (0.0)	---	0.0 (0.0)	0.0 (0.0)	---	0.0 (0.0)	0.0 (0.0)
Number of respondents	445	133	102	13	239	206	1	49	395	0	215	230

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* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 41B: SOCIAL EXPERIENCES OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Social Experiences	Regular School	Special School	Deaf	Hard of Hearing
Percentage ever arrested	5.4 (1.4)	3.7 (1.5)	3.6 (1.1)	6.6 (1.7)
Number of respondents	775	494	775	676
Percentage of out-of-school youth who were:*				
Single, never married	86.4 (4.1)	91.9 (3.7)	92.1 (2.7)	85.8 (4.8)
Engaged	7.0 (3.1)	3.5 (2.5)	3.1 (1.7)	7.5 (3.6)
Married	6.6 (3.0)	4.5 (2.8)	4.7 (2.1)	6.8 (3.4)
Divorced/separated	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
Number of respondents	218	160	266	179

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* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 41C: SOCIAL EXPERIENCES OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Social Experiences	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever arrested	4.0	6.1	5.4	4.3	5.0	4.6	6.2	3.9	5.0
	(1.7)	(2.1)	(1.8)	(1.6)	(1.4)	(2.2)	(1.9)	(1.6)	(1.8)
Number of respondents	348	436	544	361	827	193	459	496	472
Percentage of out-of-school youth who were:*									
Single, never married	88.0	88.5	91.6	93.6	87.0	91.7	88.8	83.2	95.6
	(5.7)	(4.8)	(3.7)	(3.5)	(3.7)	(5.7)	(4.8)	(5.4)	(2.8)
Engaged	7.4	4.0	5.5	4.9	6.1	0.0	4.8	9.0	1.7
	(4.6)	(3.0)	(3.1)	(3.1)	(2.6)	(0.0)	(3.2)	(4.1)	(1.8)
Married	4.6	7.5	2.9	1.6	6.9	8.3	6.5	7.8	2.7
	(3.7)	(4.0)	(2.2)	(1.8)	(2.8)	(5.7)	(3.7)	(3.8)	(2.3)
Divorced/separated	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	83	129	192	114	272	39	137	143	157

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* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 42A: POSTSECONDARY EDUCATION OF YOUTH WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Postsecondary Education	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage taking any post-secondary education course in the past year	30.2	25.0	38.2	10.5	32.9	27.2	---	17.1	32.5	---	25.9	34.3
	(3.5)	(5.2)	(8.2)	(11.0)	(4.9)	(5.0)		(7.8)	(3.8)		(4.4)	(5.1)
Number of respondents	525	163	113	16	276	249	8	76	441	0	268	255
Percentage taking in past year:												
Postsecondary vocational courses	10.9	6.1	12.7	7.3	13.0	8.5	---	4.6	11.8	---	12.8	9.2
	(2.5)	(2.9)	(5.8)	(9.4)	(3.6)	(3.2)		(4.6)	(2.6)		(3.5)	(3.2)
2-year college courses	13.8	10.1	19.7	0.0	13.3	14.5	---	12.9	14.0	---	11.6	15.9
	(2.7)	(3.7)	(6.8)	(0.0)	(3.6)	(4.1)		(7.5)	(2.8)		(3.3)	(4.0)
4-year college courses	7.1	10.2	7.2	3.2	8.0	6.0	---	1.8	7.9	---	2.7	11.1
	(2.0)	(3.6)	(4.4)	(6.4)	(2.9)	(2.7)		(2.7)	(2.2)		(1.6)	(3.4)
Number of respondents	500	155	107	16	264	234	3	65	430	0	253	245
Average number courses taken in the past year by students in a:												
Postsecondary vocational program	3.1	---	---	---	3.5	2.6	---	---	3.1	---	3.0	3.3
	(0.7)				(1.0)	(1.0)			(0.7)		(0.8)	(1.1)
Number of respondents	56	10	13	1	31	25	0	5	51	0	32	24
2-year college	6.9	6.6	---	---	7.4	6.2	---	---	7.0	---	5.0	7.8
	(0.8)	(1.1)			(1.3)	(0.9)			(0.8)		(0.9)	(1.1)
Number of respondents	65	16	12	0	36	29	0	3	62	0	24	41
4-year college	7.0	6.7	---	---	6.9	7.2	---	---	6.9	---	---	7.3
	(0.8)	(1.1)			(0.8)	(1.6)			(0.8)			(0.9)
Number of respondents	35	17	8	0	18	17	0	2	33	0	6	29
Percentage taking courses in the past year who earned a:												
Postsecondary vocational degree/license	44.0	---	---	---	42.9	45.8	---	---	43.4	---	54.7	30.7
	(11.6)				(15.3)	(17.8)			(11.6)		(14.5)	(15.9)
2-year college degree/license	1.0	---	---	---	0.0	2.4	---	---	1.1	---	0.0	1.6
	(2.2)				(0.0)	(5.0)			(2.2)		(0.0)	(3.3)
Number of respondents	57	10	11	1	32	25	0	3	52	0	24	25
Percentage with postsecondary grade point average:												
3.25 to 4.0	28.7	28.9	40.9	---	30.9	25.0	---	---	27.8	---	36.7	23.3
	(6.1)	(9.5)	(15.0)		(8.5)	(8.5)			(6.4)		(10.5)	(7.3)
2.75 to 3.24	17.3	16.8	14.7	---	17.8	16.5	---	---	17.6	---	15.6	18.5
	(5.1)	(7.8)	(10.8)		(7.0)	(7.3)			(5.4)		(7.9)	(6.7)
2.25 to 2.74	23.8	25.1	10.2	---	23.6	24.1	---	---	25.0	---	25.0	23.0
	(5.8)	(9.1)	(9.2)		(7.8)	(8.4)			(6.2)		(9.4)	(7.3)
1.75 to 2.24	16.1	9.4	31.1	---	13.9	19.7	---	---	16.6	---	13.8	17.6
	(5.0)	(6.1)	(14.1)		(6.3)	(7.8)			(5.3)		(7.5)	(6.6)
1.74 or lower	14.1	19.8	3.2	---	13.7	14.7	---	---	13.0	---	8.9	17.5
	(4.7)	(8.3)	(5.3)		(6.3)	(7.0)			(4.8)		(6.2)	(6.6)
Number of respondents	145	41	32	1	81	64	0	13	132	0	57	88

Source: Parent interviews.

Table 42B: POSTSECONDARY EDUCATION OF YOUTH WITH HEARING IMPAIRMENTS

Postsecondary Education	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Percentage taking any postsecondary education course in the past year	28.8 (5.1)	33.1 (6.0)	34.5 (4.5)	25.6 (5.3)
Number of respondents	252	179	302	223
Percentage taking in past year:				
Postsecondary vocational courses	9.1 (3.3)	13.6 (4.5)	12.5 (3.2)	9.1 (3.6)
2-year college courses	12.8 (3.8)	14.1 (4.5)	14.4 (3.4)	13.2 (4.2)
4-year college courses	7.9 (3.0)	6.8 (3.2)	9.3 (2.8)	4.7 (2.5)
Number of respondents	242	172	289	211
Average number courses taken in the past year by students in a:				
Postsecondary vocational program	3.2 (1.1)	2.9 (1.0)	3.5 (0.9)	2.7 (1.1)
Number of respondents	21	23	34	22
2-year college	6.4 (1.0)	8.0 (1.8)	6.9 (1.1)	6.8 (1.0)
Number of respondents	25	25	43	22
4-year college	6.7 (1.2)	---	7.0 (0.9)	---
Number of respondents	21	7	23	12
Percentage taking courses in the past year who earned a:				
Postsecondary vocational degree/license	48.5 (19.4)	47.8 (17.5)	48.2 (14.0)	37.7 (18.6)
2-year college degree/license	0.0 (0.0)	3.1 (5.8)	1.7 (3.2)	0.0 (0.0)
Number of respondents	21	24	35	22
Percentage with postsecondary grade point average:				
3.25 to 4.0	33.8 (9.8)	26.8 (11.2)	25.6 (7.3)	33.6 (11.0)
2.75 to 3.24	16.1 (7.6)	26.8 (11.2)	19.9 (6.6)	13.2 (7.9)
2.25 to 2.74	16.8 (7.7)	32.0 (11.8)	26.2 (7.3)	20.1 (9.3)
1.75 to 2.24	21.9 (8.5)	3.1 (4.4)	12.3 (5.5)	22.1 (9.7)
1.74 or lower	11.5 (6.6)	11.3 (8.0)	16.0 (6.1)	11.0 (7.3)
Number of respondents	63	48	91	54

Source: Parent interviews.

Table 42C: POSTSECONDARY EDUCATION OF YOUTH WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Postsecondary Education	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking any postsecondary education course in the past year	20.9	35.3	32.2	26.7	31.7	29.3	26.6	29.5	36.8
	(6.4)	(7.0)	(6.1)	(5.7)	(5.0)	(9.0)	(5.9)	(6.3)	(6.5)
Number of respondents	106	151	208	127	307	56	167	167	169
Percentage taking in past year:									
Postsecondary vocational courses	10.2	15.2	7.4	11.9	11.3	7.5	11.9	12.1	8.7
	(4.8)	(5.4)	(3.4)	(4.2)	(3.5)	(5 4)	(4.4)	(4.7)	(3.8)
2-year college courses	8.7	14.7	16.9	13.5	14.1	19.1	12.5	11.1	19.6
	(4.5)	(5.3)	(4.9)	(4.4)	(3.8)	(8.0)	(4.5)	(4.5)	(5.4)
4-year college courses	3.3	7.2	9.2	2.4	7.9	5.7	3.4	7.9	9.9
	(2.8)	(3.8)	(3.8)	(2.0)	(2.9)	(4.6)	(2.4)	(3.8)	(4.0)
Number of respondents	102	144	202	124	291	53	161	157	165
Average number courses taken in the past year by students in a:									
Postsecondary vocational program	---	3.9	2.4	3.5	2.7	---	4.1	2.0	3.2
		(1.5)	(0.9)	(0.9)	(0.9)		(1.3)	(1.0)	(1.1)
Number of respondents	12	19	23	17	33	4	20	17	19
2-year college	---	7.7	6.3	---	7.1	---	---	6.4	7.6
		(1.6)	(1.3)		(1.1)			(1.3)	(1.4)
Number of respondents	10	15	35	13	43	8	14	18	33
4-year college	---	---	7.4	---	7.1	---	---	---	6.5
			(1.0)		(0.9)				(1.1)
Number of respondents	4	10	20	3	27	3	7	10	18
Percentage taking courses in the past year who earned a:									
Postsecondary vocational degree/license	---	47.4	40.5	---	51.7	---	---	41.3	30.2
		(20.7)	(19.2)		(16.1)			(20.9)	(18.5)
2-year college degree/license	---	3.7	0.0	---	1.5	---	---	0.0	2.2
		(8.8)	(0.0)		(3.5)			(0.0)	(4.4)
Number of respondents	11	15	23	14	34	4	13	18	19
Percentage with postsecondary grade point average:									
3.25 to 4.0	35.0	29.6	27.0	33.7	27.7	---	32.9	33.5	21.7
	(11.8)	(12.6)	(8.3)	(10.9)	(8.0)		(13.8)	(11.1)	(7.7)
2.75 to 3.24	11.1	16.4	23.4	8.3	20.2	---	7.6	17.6	25.6
	(7.8)	(10.2)	(7.9)	(6.4)	(7.2)		(7.8)	(8.9)	(8.2)
2.25 to 2.74	22.4	29.4	15.5	26.2	23.1	---	35.3	8.4	28.2
	(10.3)	(12.5)	(6.7)	(10.1)	(7.6)		(14.1)	(6.5)	(8.5)
1.75 to 2.24	16.2	15.0	15.4	14.5	18.2	---	20.2	20.8	9.1
	(9.1)	(9.8)	(6.7)	(8.1)	(6.9)		(11.8)	(9.5)	(5.4)
1.74 or lower	15.3	9.7	18.7	17.3	10.8	---	4.0	19.7	15.5
	(8.9)	(8.1)	(7.3)	(8.7)	(5.6)		(5.8)	(9.3)	(6.8)
Number of respondents	26	41	70	32	93	14	35	44	65

Source: Parent interviews.

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Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Employment Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of youth working for pay in past year	59.4	46.9	73.7	65.7	66.8	51.1	43.0	65.5	65.4	54.2	66.5	70.3
	(2.3)	(3.4)	(4.2)	(9.5)	(2.9)	(3.4)	(4.6)	(3.8)	(3.3)	(2.9)	(4.7)	(4.9)
Number of respondents	1475	495	349	52	784	691	393	496	586	942	272	261
Percentage of youth who currently had:												
No employment	46.3	53.4	35.2	42.9	39.6	53.8	54.3	40.0	46.1	46.1	47.1	46.2
	(2.3)	(3.4)	(4.7)	(10.1)	(3.1)	(3.4)	(4.6)	(4.0)	(3.5)	(2.9)	(5.1)	(5.4)
Volunteer work only	6.6	7.8	6.8	3.1	6.2	7.0	7.3	7.1	5.7	6.7	7.6	5.4
	(1.1)	(1.8)	(2.4)	(3.5)	(1.5)	(1.8)	(2.4)	(2.1)	(1.6)	(1.5)	(2.7)	(2.5)
Workstudy only	8.7	7.7	5.0	1.6	7.8	9.8	8.5	10.6	7.4	12.4	4.6	0.2
	(1.3)	(1.8)	(2.1)	(2.5)	(1.7)	(2.0)	(2.6)	(2.5)	(1.9)	(1.9)	(2.1)	(0.5)
Sheltered work only	2.5	2.1	2.2	3.9	2.5	2.6	0.3	2.7	3.9	1.8	0.8	6.4
	(0.7)	(1.0)	(1.4)	(4.0)	(1.0)	(1.1)	(0.5)	(1.3)	(1.4)	(0.8)	(0.9)	(2.7)
Part time competitive work	24.0	22.2	37.5	23.1	27.9	19.6	26.3	29.5	18.0	27.2	18.6	18.5
	(2.0)	(2.9)	(4.7)	(8.6)	(2.8)	(2.7)	(4.1)	(3.7)	(2.7)	(2.6)	(4.0)	(4.2)
Full time competitive work	11.8	6.8	13.4	25.5	15.9	7.3	3.3	10.1	19.0	5.8	21.3	23.3
	(1.5)	(1.7)	(3.3)	(8.9)	(2.3)	(1.8)	(1.7)	(2.4)	(2.8)	(1.4)	(4.2)	(4.6)
Number of respondents	1464	495	345	51	778	686	392	496	576	937	271	256
Percentage of employed youth with:												
1 paid job	84.7	90.0	84.4	62.1	84.5	85.2	80.7	80.1	90.6	81.5	89.5	88.7
	(2.9)	(3.5)	(5.1)	(14.1)	(3.7)	(4.8)	(7.0)	(5.7)	(3.5)	(4.3)	(5.4)	(5.2)
2 or more paid jobs	15.3	10.0	15.6	37.9	15.5	14.8	19.3	19.9	9.4	18.5	10.5	11.3
	(2.9)	(3.5)	(5.1)	(14.1)	(3.7)	(4.8)	(7.0)	(5.7)	(3.5)	(4.3)	(5.4)	(5.2)
Number of respondents	514	164	169	24	322	192	110	186	218	300	101	113
Percentage with paid job earning an hourly rate of:												
< $3.00	14.8	17.2	9.6	31.9	8.8	26.2	31.7	13.7	6.4	21.5	3.3	5.1
	(3.0)	(4.8)	(4.3)	(13.9)	(3.0)	(6.4)	(8.5)	(5.0)	(3.1)	(4.7)	(3.2)	(3.9)
$3.00 to $3.99	53.8	54.8	54.0	39.8	54.9	51.7	51.3	57.5	51.6	53.7	59.2	49.9
	(4.3)	(6.3)	(7.3)	(14.6)	(5.3)	(7.3)	(9.2)	(7.2)	(6.3)	(5.7)	(9.0)	(8.9)
$4.00 to $4.99	15.4	16.3	14.8	12.2	16.5	13.1	7.8	16.3	18.7	13.3	16.5	20.1
	(3.1)	(4.7)	(5.2)	(9.8)	(3.9)	(4.9)	(4.9)	(5.4)	(4.9)	(3.9)	(6.8)	(7.1)
$5.00 or more	16.0	11.7	21.5	16.2	19.8	8.9	9.1	12.5	23.3	11.5	21.0	24.9
	(3.1)	(4.1)	(6.0)	(11.0)	(4.2)	(4.1)	(5.3)	(4.9)	(5.3)	(3.6)	(7.4)	(7.7)
Number of respondents	468	145	161	23	299	169	103	176	189	283	89	96
Average wage of employed youth	3.70	3.50	4.00	3.30	3.90	3.20	3.10	3.70	4.00	3.40	4.10	4.10
	(0.10)	(0.20)	(0.20)	(0.50)	(0.10)	(0.20)	(0.30)	(0.20)	(0.20)	(0.20)	(0.20)	(0.20)
Number of respondents	468	145	161	23	299	169	103	176	189	283	89	96

Source: Parent interviews

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS

	Type of School Attended		Degree of Hearing Loss	
Employment Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Percentage of youth working for pay in past year	62.9	54.9	56.3	62.1
	(3.1)	(3.8)	(2.9)	(3.3)
Number of respondents	783	508	790	685
Percentage of youth who currently had:				
No employment	43.3	48.9	47.1	45.6
	(3.2)	(3.9)	(3.0)	(3.4)
Volunteer work only	6.7	6.4	8.0	5.3
	(1.6)	(1.9)	(1.6)	(1.6)
Workstudy only	5.4	17.5	14.1	4.2
	(1.4)	(2.9)	(2.1)	(1.4)
Sheltered work only	2.4	2.5	2.4	2.6
	(1.0)	(1.2)	(0.9)	(1.1)
Part time competitive work	29.0	15.2	16.3	30.7
	(2.9)	(2.8)	(2.2)	(3.2)
Full time competitive work	13.3	9.6	12.1	11.6
	(2.2)	(2.3)	(1.9)	(2.2)
Number of respondents	778	500	785	679
Percentage of employed youth with:				
1 paid job	81.1	94.4	90.1	81.6
	(4.0)	(3.4)	(3.4)	(4.2)
2 or more paid jobs	18.9	5.6	9.9	18.4
	(4.0)	(3.4)	(3.4)	(4.2)
Number of respondents	331	135	229	285
Percentage with paid job earning an hourly rate of:				
< $3.00	15.6	7.8	7.1	19.4
	(3.8)	(4.4)	(3.2)	(4.5)
$3.00 to $3.99	52.6	65.6	57.4	51.6
	(5.3)	(7.7)	(6.1)	(5.7)
$4.00 to $4.99	13.3	15.4	16.9	14.4
	(3.6)	(5.9)	(4.6)	(4.0)
$5.00 or more	18.5	11.3	18.6	14.5
	(4.1)	(5.1)	(4.8)	(4.0)
Number of respondents	307	117	206	262
Average wage of employed youth	3.80	3.60	4.00	3.50
	(0.20)	(0.20)	(0.20)	(0.20)
Number of respondents	307	117	206	262

Source: Parent interviews.

Table 43C: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Employment Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth working for pay in past year	45.4	59.5	73.0	43.2	68.5	40.7	49.8	61.0	69.2
	(4.3)	(4.3)	(3.6)	(3.8)	(3.0)	(5.2)	(4.0)	(3.9)	(3.7)
Number of respondents	349	436	548	364	833	195	460	499	473
Percentage of youth who currently had:									
No employment	58.1	45.0	36.4	60.2	38.2	62.5	54.5	46.4	36.4
	(4.3)	(4.3)	(3.9)	(3.7)	(3.2)	(5.1)	(4.0)	(4.0)	(3.9)
Volunteer work only	5.8	5.6	7.5	5.8	6.7	8.2	6.2	3.9	9.8
	(2.0)	(2.0)	(2.1)	(1.8)	(1.6)	(2.9)	(1.9)	(1.5)	(2.4)
Workstudy only	12.8	8.7	5.8	11.7	8.1	7.6	11.3	8.2	6.4
	(2.9)	(2.4)	(1.9)	(2.4)	(1.8)	(2.8)	(2.6)	(2.2)	(2.0)
Sheltered work only	4.5	2.1	1.4	2.5	2.5	3.3	2.9	3.5	1.1
	(1.8)	(1.3)	(1.0)	(1.2)	(1.0)	(1.9)	(1.3)	(1.5)	(0.8)
Part time competitive work	13.5	28.3	31.2	13.7	29.7	14.0	16.9	28.0	29.1
	(3.0)	(3.9)	(3.7)	(2.6)	(3.0)	(3.7)	(3.0)	(3.6)	(3.7)
Full time competitive work	5.2	10.3	17.7	6.0	14.8	4.5	8.3	10.0	17.2
	(1.9)	(2.6)	(3.1)	(1.8)	(2.3)	(2.2)	(2.2)	(2.4)	(3.0)
Number of respondents	349	435	548	365	833	195	459	499	473
Percentage of employed youth with:									
1 paid job	95.4	82.2	82.2	95.7	82.5	97.8	92.0	86.3	76.8
	(4.0)	(5.8)	(4.5)	(3.4)	(3.8)	(3.2)	(4.6)	(4.8)	(5.1)
2 or more paid jobs	4.6	17.8	17.8	4.3	17.5	2.2	8.0	13.7	23.2
	(4.0)	(5.8)	(4.5)	(3.4)	(3.8)	(3.2)	(4.6)	(4.8)	(5.1)
Number of respondents	75	147	256	81	364	42	106	183	217
Percentage with paid job earning an hourly rate of:									
< $3.00	8.9	22.5	11.1	12.5	16.9	2.6	11.2	20.3	12.7
	(5.6)	(6.8)	(3.8)	(5.8)	(3.9)	(3.8)	(5.5)	(6.0)	(4.2)
$3.00 to $3.99	62.5	50.8	52.5	73.1	50.0	61.2	54.0	51.3	56.0
	(9.5)	(8.1)	(6.1)	(7.8)	(5.2)	(11.6)	(8.7)	(7.4)	(6.2)
$4.00 to $4.99	10.4	13.2	18.2	8.3	14.8	26.5	15.6	13.8	15.3
	(6.0)	(5.5)	(4.7)	(4.9)	(3.7)	(10.5)	(6.4)	(5.1)	(4.5)
$5.00 or more	18.2	13.5	18.1	6.2	18.3	9.7	19.2	14.7	15.9
	(7.6)	(5.5)	(4.7)	(4.2)	(4.0)	(7.0)	(6.9)	(5.3)	(4.6)
Number of respondents	70	131	239	69	334	37	99	162	199
Average wage of employed youth	4.00	3.30	3.90	3.40	3.70	3.80	3.80	3.50	3.70
	(0.30)	(0.20)	(0.20)	(0.20)	(0.20)	(0.30)	(0.20)	(0.20)	(0.20)
Number of respondents	70	131	239	69	334	37	99	162	199

Source: Parent interviews

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS (Continued)

Employment Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of employed youth working at:												
Lawn work or odd jobs	10.6	11.1	12.3	8.1	15.2	2.8	27.0	7.7	4.5	15.0	8.0	1.8
	(2.5)	(3.8)	(4.7)	(8.0)	(3.6)	(2.2)	(7.8)	(3.6)	(2.5)	(3.8)	(4.6)	(2.3)
Waiter/waitress, busboy, cook	17.9	21.2	16.6	14.1	18.9	16.2	7.6	24.2	17.9	18.6	13.0	20.2
	(3.1)	(5.0)	(5.3)	(10.2)	(3.9)	(4.9)	(4.7)	(5.8)	(4.6)	(4.1)	(5.7)	(6.8)
Babysitting/child care	11.5	8.9	6.3	32.7	0.8	29.9	16.0	18.4	3.1	17.1	3.8	3.6
	(2.6)	(3.5)	(3.4)	(13.8)	(0.9)	(6.0)	(6.5)	(5.2)	(2.1)	(4.0)	(3.3)	(3.2)
Farm/agricultural work	3.9	0.2	4.8	5.9	5.8	0.7	5.1	7.2	0.3	6.5	0.7	0.0
	(1.5)	(0.6)	(3.0)	(6.9)	(2.3)	(1.1)	(3.9)	(3.5)	(0.7)	(2.6)	(1.5)	(0.0)
Factory work	7.6	6.8	4.0	11.2	6.7	9.2	0.9	4.5	14.1	1.8	11.3	19.5
	(2.1)	(3.1)	(2.8)	(9.3)	(2.5)	(3.8)	(1.6)	(2.8)	(4.1)	(1.4)	(5.4)	(6.7)
Skilled trade	6.8	5.0	8.4	2.7	10.3	0.8	5.4	1.9	11.8	4.1	10.9	10.3
	(2.0)	(2.7)	(3.9)	(4.8)	(3.0)	(1.2)	(4.0)	(1.8)	(3.9)	(2.1)	(5.3)	(5.2)
Other manual labor	28.1	20.1	36.7	29.0	38.2	10.9	29.8	30.4	25.3	29.9	26.9	24.8
	(3.6)	(4.9)	(6.8)	(13.3)	(4.9)	(4.1)	(8.1)	(6.2)	(5.2)	(4.8)	(7.5)	(7.3)
Sales, store clerk, cashier	2.7	3.4	4.2	0.0	1.2	5.2	1.3	4.5	1.8	1.9	6.9	1.3
	(1.3)	(2.2)	(2.8)	(0.0)	(1.1)	(2.9)	(2.0)	(2.8)	(1.6)	(1.4)	(4.3)	(1.9)
Office/clerical work	11.6	20.2	9.7	0.0	5.7	21.8	10.1	9.1	14.6	9.9	14.5	13.8
	(2.6)	(4.9)	(4.2)	(0.0)	(2.3)	(5.4)	(5.3)	(3.9)	(4.2)	(3.2)	(6.0)	(5.8)
Hospital work/health care	3.7	3.1	2.3	11.1	2.0	6.6	1.6	4.0	4.5	3.1	6.1	3.3
	(1.5)	(2.1)	(2.1)	(9.2)	(1.4)	(3.3)	(2.2)	(2.6)	(2.5)	(1.8)	(4.1)	(3.0)
Other	10.4	9.1	15.1	7.0	13.0	5.9	14.6	8.9	9.5	10.2	14.1	8.0
	(2.4)	(3.5)	(5.1)	(7.5)	(3.4)	(3.1)	(6.2)	(3.8)	(3.5)	(3.2)	(5.9)	(4.6)
Number of respondents	487	157	159	24	304	183	108	179	200	289	94	104
Of youth working for pay, percentage working:												
< 10 hours/week	17.9	16.4	18.8	24.7	15.2	22.9	36.0	21.9	5.1	26.8	9.1	2.7
	(3.2)	(4.4)	(5.6)	(12.5)	(3.7)	(6.0)	(8.5)	(6.0)	(2.7)	(4.9)	(5.2)	(2.8)
10 to 21 hours/week	24.2	31.9	26.1	8.9	25.3	22.3	29.3	24.7	21.2	28.1	22.0	16.4
	(3.6)	(5.6)	(6.3)	(8.3)	(4.5)	(5.9)	(8.1)	(6.2)	(5.1)	(5.0)	(7.4)	(6.4)
22 to 34 hours/week	22.7	27.5	25.2	15.7	20.0	27.7	23.3	24.0	21.3	24.8	13.8	24.6
	(3.5)	(5.4)	(6.2)	(10.6)	(4.1)	(6.3)	(7.5)	(6.2)	(5.1)	(4.8)	(6.2)	(7.4)
35 hours/week or more	35.1	24.3	29.9	50.7	39.5	27.0	11.5	29.4	52.3	20.3	55.0	56.3
	(4.0)	(5.2)	(6.5)	(14.5)	(5.0)	(6.3)	(5.7)	(6.6)	(6.2)	(4.5)	(8.9)	(8.6)
Number of respondents	491	158	163	24	311	180	109	180	202	291	98	102
Average hours per week worked by paid workers	25.8	23.7	24.4	29.0	27.1	23.3	16.7	24.8	31.3	21.2	31.2	32.8
	(1.1)	(1.5)	(1.9)	(5.3)	(1.4)	(1.8)	(2.2)	(2.0)	(1.4)	(1.5)	(2.2)	(1.8)
Number of respondents	491	158	163	24	311	180	109	180	202	291	98	102

Source: Parent interviews

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS (Continued)

	Type of School Attended		Degree of Hearing Loss	
Employment Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Percentage of employed youth working at:				
Lawn work or odd jobs	10.8	11.9	9.9	11.1
	(3.1)	(5.0)	(3.4)	(3.4)
Waiter/waitress, busboy, cook	18.6	15.9	15.6	19.2
	(3.9)	(5.6)	(4.1)	(4.3)
Babysitting/child care	12.7	8.1	7.4	13.9
	(3.3)	(4.2)	(3.0)	(3.8)
Farm/agricultural work	1.5	6.0	5.2	3.2
	(1.2)	(3.7)	(2.5)	(1.9)
Factory work	7.0	6.3	8.2	7.4
	(2.5)	(3.8)	(3.1)	(2.8)
Skilled trade	6.2	7.1	9.2	5.4
	(2.4)	(4.0)	(3.3)	(2.5)
Other manual labor	29.4	26.9	28.6	27.9
	(4.6)	(6.8)	(5.1)	(4.9)
Sales, store clerk, cashier	3.1	0.5	1.4	3.4
	(1.7)	(1.1)	(1.3)	(2.0)
Office/clerical work	11.1	18.2	17.7	8.2
	(3.1)	(5.9)	(4.3)	(3.0)
Hospital work/health care	5.0	1.4	0.4	5.5
	(2.2)	(1.8)	(0.7)	(2.5)
Other	11.3	7.5	10.7	10.2
	(3.2)	(4.0)	(3.5)	(3.3)
Number of respondents	316	124	213	274
Of youth working for pay, percentage working:				
< 10 hours/week	18.7	14.6	12.6	21.0
	(4.1)	(5.4)	(3.9)	(4.6)
10 to 21 hours/week	23.5	23.1	20.9	26.2
	(4.4)	(6.5)	(4.8)	(5.0)
22 to 34 hours/week	24.7	20.8	19.8	24.5
	(4.5)	(6.2)	(4.7)	(4.8)
35 hours/week or more	33.1	41.5	46.7	28.3
	(4.9)	(7.6)	(5.9)	(5.1)
Number of respondents	318	128	221	270
Average hours per week worked by paid workers	25.2	27.5	29.0	23.9
	(1.4)	(2.1)	(1.6)	(1.6)
Number of respondents	318	128	221	270

Source: Parent interviews.

Table 43C: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Employment Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of employed youth working at:									
Lawn work or odd jobs	10.2	11.5	11.9	5.0	12.9	2.4	7.1	12.2	12.1
	(5.8)	(5.0)	(3.9)	(3.7)	(3.4)	(3.7)	(4.5)	(4.4)	(4.0)
Waiter/waitress, busboy, cook	18.8	6.9	27.0	24.1	16.5	12.8	17.9	13.3	24.0
	(7.4)	(4.0)	(5.3)	(7.2)	(3.7)	(7.9)	(6.7)	(4.6)	(5.2)
Babysitting/child care	6.1	15.6	9.8	7.7	13.4	3.0	8.2	14.1	11.8
	(4.6)	(5.7)	(3.6)	(4.5)	(3.4)	(4.0)	(4.8)	(4.7)	(3.9)
Farm/agricultural work	0.0	7.4	3.2	0.0	5.1	0.0	0.0	4.8	6.0
	(0.0)	(4.1)	(2.1)	(0.0)	(2.2)	(0.0)	(0.0)	(2.9)	(2.9)
Factory work	7.0	8.4	7.9	6.1	8.5	6.1	13.2	6.2	5.5
	(4.9)	(4.3)	(3.2)	(4.0)	(2.8)	(5.7)	(5.9)	(3.3)	(2.8)
Skilled trade	6.4	6.4	6.9	2.1	7.2	9.7	9.6	4.7	6.8
	(4.7)	(3.8)	(3.0)	(2.4)	(2.6)	(7.0)	(5.1)	(2.9)	(3.1)
Other manual labor	29.7	31.9	24.3	25.3	30.0	19.7	20.1	35.0	24.7
	(8.7)	(7.3)	(5.1)	(7.4)	(4.6)	(9.4)	(7.0)	(6.5)	(5.3)
Sales, store clerk, cashier	3.3	4.6	1.1	12.8	0.7	4.9	5.0	1.8	2.0
	(3.4)	(3.3)	(1.3)	(5.6)	(0.8)	(5.1)	(3.8)	(1.8)	(1.7)
Office/clerical work	16.1	12.9	6.9	17.2	7.9	40.6	15.0	11.4	9.7
	(7.0)	(5.2)	(3.0)	(6.4)	(2.7)	(11.6)	(6.2)	(4.3)	(3.6)
Hospital work/health care	1.9	2.7	5.8	0.0	4.8	0.0	2.3	1.5	7.3
	(2.6)	(2.5)	(2.8)	(0.0)	(2.2)	(0.0)	(2.6)	(1.6)	(3.2)
Other	6.6	11.7	11.4	5.1	10.1	3.1	6.0	7.1	16.5
	(4.7)	(5.0)	(3.8)	(3.7)	(3.0)	(4.1)	(4.1)	(3.5)	(4.5)
Number of respondents	72	135	246	73	349	39	99	175	206
Of youth working for pay, percentage working:									
< 10 hours/week	17.9	24.6	15.1	18.2	18.9	8.9	14.4	24.2	14.4
	(7.5)	(6.7)	(4.3)	(6.5)	(4.0)	(6.6)	(6.2)	(6.1)	(4.3)
10 to 21 hours/week	23.4	22.7	24.7	27.8	22.4	35.8	25.8	24.8	23.8
	(8.3)	(6.5)	(5.2)	(7.5)	(4.2)	(11.2)	(7.7)	(6.2)	(5.2)
22 to 34 hours/week	22.6	24.0	23.8	19.3	23.4	27.8	26.5	20.3	23.3
	(8.2)	(6.7)	(5.1)	(6.6)	(4.3)	(10.4)	(7.7)	(5.7)	(5.2)
35 hours/week or more	36.1	28.6	36.4	34.7	35.2	27.6	33.3	30.7	38.4
	(9.4)	(7.0)	(5.8)	(8.0)	(4.8)	(10.4)	(8.3)	(6.6)	(6.0)
Number of respondents	71	139	251	76	349	39	98	174	212
Average hours per week worked by paid workers	25.8	23.8	26.4	25.6	25.5	26.4	26.4	23.1	27.6
	(2.7)	(2.3)	(1.7)	(2.1)	(1.5)	(2.9)	(2.4)	(1.9)	(1.8)
Number of respondents	71	139	251	76	349	39	98	174	212

Source: Parent interviews

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Employment Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of those currently working for pay, percentage working at current job:												
< 1 month	21.9	20.9	19.1	25.7	21.7	22.4	26.4	27.0	15.4	26.0	22.0	12.1
	(3.4)	(4.8)	(5.5)	(12.7)	(4.2)	(5.7)	(7.8)	(6.3)	(4.3)	(4.8)	(7.3)	(5.4)
1 to 3 months	31.5	42.0	31.2	8.8	33.1	28.7	36.3	29.2	31.1	31.2	33.0	31.3
	(3.8)	(5.8)	(6.5)	(8.3)	(4.8)	(6.2)	(8.5)	(6.5)	(5.5)	(5.1)	(8.3)	(7.7)
> 3 months to 6 months	9.8	3.7	11.7	9.1	11.0	7.6	6.6	12.0	9.4	10.2	5.9	11.8
	(2.4)	(2.2)	(4.5)	(8.4)	(3.2)	(3.6)	(4.4)	(4.6)	(3.5)	(3.3)	(4.1)	(5.3)
> 6 months	36.8	33.4	38.0	56.4	34.2	41.3	30.7	31.8	44.1	32.6	39.1	44.9
	(3.9)	(5.6)	(6.8)	(14.4)	(4.8)	(6.8)	(8.2)	(6.6)	(5.9)	(5.2)	(8.6)	(8.2)
Number of respondents	510	163	169	24	320	190	110	186	214	300	101	109
Of those ever employed for pay, percentage with longest time at a paid job:												
3 months or less	46.8	54.1	43.9	31.5	45.1	49.4	59.7	53.0	36.4	53.9	46.9	31.1
	(3.4)	(5.5)	(6.0)	(12.5)	(4.3)	(5.5)	(7.3)	(5.9)	(4.8)	(4.7)	(6.9)	(6.5)
> 3 months to 6 months	13.3	10.1	9.7	13.1	16.4	8.4	9.7	12.6	15.3	11.6	12.1	18.0
	(2.3)	(3.3)	(3.6)	(9.0)	(3.2)	(3.1)	(4.4)	(4.0)	(3.6)	(3.0)	(4.5)	(5.4)
> 6 months to 12 months	14.3	12.5	19.0	14.7	14.1	14.8	8.2	6.3	23.5	7.2	16.6	28.5
	(2.4)	(3.6)	(4.8)	(9.5)	(3.0)	(3.9)	(4.1)	(2.9)	(4.2)	(2.4)	(5.1)	(6.3)
> 12 months	25.6	23.3	27.5	40.7	24.4	27.4	22.4	28.0	24.9	27.4	24.5	22.4
	(3.0)	(4.6)	(5.4)	(13.2)	(3.7)	(4.9)	(6.2)	(5.4)	(4.3)	(4.2)	(5.9)	(5.9)
Number of respondents	721	215	225	29	430	291	148	257	316	405	158	158
Average months kept												
Longest paid job	11.7	10.1	11.5	18.1	11.9	11.3	11.1	11.3	12.2	11.5	12.1	11.5
	(1.0)	(1.5)	(1.5)	(5.0)	(1.4)	(1.5)	(2.9)	(1.7)	(1.3)	(1.5)	(2.1)	(1.8)
Present paid job	10.0	9.0	9.5	14.1	10.1	9.9	11.6	9.8	9.4	10.8	8.9	9.0
	(1.1)	(1.8)	(1.6)	(4.4)	(1.5)	(1.6)	(3.5)	(1.7)	(1.4)	(1.7)	(2.2)	(1.8)
Number of respondents	510	163	169	24	320	190	110	186	214	300	101	109
Percentage of unemployed youth leaving last job by												
Quitting	24.8	15.5	45.1	---	28.1	21.0	15.6	19.0	31.6	18.7	25.6	35.1
	(5.3)	(9.0)	(12.1)		(7.5)	(7.6)	(9.8)	(8.7)	(8.1)	(7.0)	(9.5)	(12.4)
Being fired	1.5	1.8	1.7	---	2.0	0.9	1.0	0.6	2.3	0.7	0.0	4.3
	(1.5)	(3.3)	(3.2)		(2.3)	(1.7)	(2.7)	(1.7)	(2.6)	(1.6)	(0.0)	(5.3)
Being laid off	8.0	20.4	2.9	---	7.6	8.5	2.0	1.6	14.2	1.7	0.0	26.8
	(3.3)	(10.0)	(4.1)		(4.4)	(5.2)	(3.8)	(2.7)	(6.1)	(2.4)	(0.0)	(11.6)
Ending temporary work	65.7	62.4	50.3	---	62.3	69.7	81.4	78.8	51.9	78.8	74.4	33.8
	(5.9)	(12.0)	(12.2)		(8.0)	(8.5)	(10.5)	(9.0)	(8.7)	(7.4)	(9.5)	(12.3)
Number of respondents	215	52	55	6	115	100	39	71	105	106	59	50
Percentage of employed youth fired in the past year	1.7	2.0	2.1	3.2	2.9	0.4	0.5	2.6	1.8	1.6	2.3	1.8
	(0.6)	(0.9)	(1.4)	(3.5)	(1.0)	(0.5)	(0.7)	(1.3)	(0.9)	(0.7)	(1.5)	(1.4)
Number of respondents	1470	495	347	51	779	691	393	497	580	942	271	257

Source: Parent interviews

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Type of School Attended		Degree of Hearing Loss	
Employment Characteristics	Regular School	Special School	Deaf	Hard of Hearing
Of those currently working for pay, percentage working at current job:				
< 1 month	21.3	31.0	28.1	18.3
	(4.2)	(6.9)	(5.2)	(4.3)
1 to 3 months	30.6	35.4	32.1	31.2
	(4.7)	(7.2)	(5.4)	(5.1)
> 3 months to 6 months	8.7	10.7	11.2	8.9
	(2.9)	(4.6)	(3.7)	(3.1)
> 6 months	39.4	22.8	28.6	41.5
	(5.0)	(6.3)	(5.2)	(5.4)
Number of respondents	330	133	227	283
Of those ever employed for pay, percentage with longest time at a paid job:				
3 months or less	46.0	58.2	52.5	43.0
	(4.4)	(5.9)	(4.6)	(4.7)
> 3 months to 6 months	9.8	17.9	16.0	11.4
	(2.6)	(4.6)	(3.4)	(3.0)
> 6 months to 12 months	16.5	8.3	9.8	17.4
	(3.3)	(3.3)	(2.7)	(3.6)
> 12 months	27.8	15.6	21.6	28.2
	(4.0)	(4.4)	(3.8)	(4.3)
Number of respondents	432	209	346	375
Average months kept:				
Longest paid job	12.1	8.7	10.3	12.6
	(1.3)	(1.7)	(1.3)	(1.5)
Present paid job	9.9	7.7	8.5	10.9
	(1.3)	(2.1)	(1.5)	(1.6)
Number of respondents	330	133	227	283
Percentage of unemployed youth leaving last job by:				
Quitting	29.6	13.9	17.8	31.1
	(8.2)	(6.8)	(5.5)	(9.0)
Being fired	1.2	2.0	2.6	0.6
	(2.0)	(2.8)	(2.3)	(1.5)
Being laid off	12.6	0.0	7.2	8.7
	(6.0)	(0.0)	(3.7)	(5.5)
Ending temporary work	56.6	84.0	72.4	59.7
	(8.9)	(7.2)	(6.5)	(9.6)
Number of respondents	101	80	122	93
Percentage of employed youth fired in the past year	1.9	0.6	0.9	2.4
	(0.9)	(0.6)	(0.6)	(1.1)
Number of respondents	780	506	788	682

Source: Parent interviews

Table 43C: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH HEARING IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Employment Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of those currently working for pay, percentage working at current job:									
< 1 month	28.9	24.5	16.8	27.8	22.0	19.3	25.2	18.9	21.0
	(8.6)	(6.5)	(4.4)	(7.3)	(4.1)	(8.8)	(7.4)	(5.4)	(5.0)
1 to 3 months	39.9	27.8	32.8	38.1	28.5	51.5	36.9	27.8	32.5
	(9.3)	(6.8)	(5.6)	(7.9)	(4.5)	(11.1)	(8.2)	(6.2)	(5.7)
> 3 months to 6 months	6.5	4.2	14.0	9.1	10.6	5.2	5.8	11.0	11.8
	(4.7)	(3.1)	(4.1)	(4.7)	(3.1)	(4.9)	(4.0)	(4.3)	(3.9)
> 6 months	24.7	43.6	36.4	25.1	39.0	24.1	32.1	42.3	34.6
	(8.2)	(7.6)	(5.7)	(7.1)	(4.8)	(9.5)	(7.9)	(6.9)	(5.8)
Number of respondents	75	146	254	79	362	42	105	182	216
Of those ever employed for pay, percentage with longest time at a paid job:									
3 months or less	62.2	44.5	43.3	61.2	42.1	65.7	51.2	41.0	49.7
	(7.5)	(6.3)	(5.0)	(6.7)	(4.2)	(8.4)	(7.0)	(5.7)	(5.2)
> 3 months to 6 months	10.8	12.3	13.9	11.5	14.4	10.1	12.7	14.3	13.0
	(4.8)	(4.2)	(3.5)	(4.4)	(3.0)	(5.3)	(4.7)	(4.1)	(3.5)
> 6 months to 12 months	11.9	13.4	16.0	11.7	14.1	14.2	14.3	15.2	13.6
	(5.0)	(4.3)	(3.7)	(4.4)	(2.9)	(6.2)	(4.9)	(4.2)	(3.6)
> 12 months	15.0	29.8	26.8	15.5	29.4	10.0	21.8	29.6	23.7
	(5.5)	(5.8)	(4.5)	(4.9)	(3.8)	(5.3)	(5.8)	(5.3)	(4.4)
Number of respondents	116	208	351	116	502	68	161	251	299
Average months kept:									
Longest paid job	9.8	12.0	12.4	7.1	12.8	8.4	10.8	11.8	12.0
	(2.7)	(1.8)	(1.6)	(1.3)	(1.3)	(3.2)	(2.2)	(1.5)	(1.7)
Present paid job	9.2	11.7	9.4	6.2	10.6	8.7	9.0	10.9	9.9
	(3.7)	(2.1)	(1.5)	(1.6)	(1.4)	(4.7)	(2.6)	(1.7)	(1.9)
Number of respondents	75	146	254	79	362	42	105	182	216
Percentage of unemployed youth leaving last job by:									
Quitting	12.8	20.6	30.2	9.9	27.1	28.8	24.3	25.6	25.6
	(8.6)	(9.1)	(9.1)	(7.3)	(7.1)	(13.0)	(10.4)	(9.1)	(8.7)
Being fired	1.8	2.0	1.2	3.9	1.3	0.0	0.5	1.3	2.6
	(3.4)	(3.2)	(2.2)	(4.7)	(1.8)	(0.0)	(1.7)	(2.4)	(3.2)
Being laid off	19.2	4.0	6.6	1.7	10.2	3.3	16.8	5.9	2.1
	(10.2)	(4.4)	(4.9)	(3.1)	(4.8)	(5.1)	(9.1)	(4.9)	(2.9)
Ending temporary work	66.3	73.4	61.9	84.5	61.5	67.9	58.4	67.2	69.7
	(12.3)	(9.9)	(9.6)	(8.8)	(7.8)	(13.4)	(11.9)	(9.8)	(9.2)
Number of respondents	43	62	95	38	141	27	60	67	84
Percentage of employed youth fired in the past year	1.0	0.7	3.2	0.6	2.0	1.6	1.5	0.5	3.6
	(0.9)	(0.7)	(1.4)	(0.6)	(0.9)	(1.3)	(1.0)	(0.6)	(1.5)
Number of respondents	349	436	548	363	831	195	460	499	473

Source: Parent interviews.

Appendix A

APPENDIX A

This appendix provides additional information to aid the reader in interpreting data related to two kinds of variables presented in the almanacs: variables potentially subject to bias, and variables created by combining two sources of information. Variables in each of these categories, along with references to the tables in which they appear, are discussed below.

Variables Potentially Subject to Bias

Measured IQ (Table 4)

IQ scores were taken from students' school records for their most recent year in secondary school and recorded on the school record abstract form in response to the following item:

> "What overall test score or IQ score did the student receive on the test indicated in Question 12? If the IQ or overall test score is not given, indicate the mental age or grade equivalent score if provided.

IQ data were not available for all youth and the fraction of students for whom IQ scores were available varied considerably for youth in different disability categories. For example, IQ scores were present in school records for 86% of youth classified as mentally retarded and for 84% of those classified as learning disabled, but for only 47% of youth with other health impairments and 50% of youth with speech impairments. The relatively high rate of missing data for youth in some categories raised the question of whether available IQ scores were systematically biased downward. Were scores available more frequently for youth for whom normal IQ was questioned, i.e., those at the lower end of the normal intelligence scale? Perhaps IQ tests were not as routinely given for youth for whom there was little question of at least normal IQ.

To address this issue, the functional ability levels were compared for youth with and without IQ scores in each disability category. To the extent that functional ability correlates with measured intelligence ($r=.54$; $p<.001$), if the hypothesized bias were present, lower functional ability scores would be observed for youth with IQ scores and higher functional ability scores for youth without IQ data. Examination of the functional mental skills scale scores for the majority of youth--those classified as emotionally disturbed, hard of hearing, learning disabled, and visually impaired--revealed no significant differences between youth with and without IQ test scores, indicating an absence of bias for youth in those categories. However, youth classified as orthopedically impaired, other health impaired, and speech impaired with IQ data had significantly lower functional mental skills scale scores than those for whom IQ data were not available (p<.05). Thus, there appears to be some downward bias in the IQ scores for youth in these categories. However, an opposite relationship of functional abilities and IQ was observed for youth in the deaf/blind, multiply handicapped, and mentally retarded categories. For these youth, functional abilities were significantly higher for those with IQ scores (p<.001). For these categories, an upward bias in IQ scores is apparent.

One possible explanation for the systematic differences is that some districts may have tested only those youth with orthopedic impairments, speech impairments, and other health impairments who were having explicit educational performance difficulties or for whom mental retardation was suspected. At the same time, it is likely that lower functioning youth classified as deaf/blind, multiply handicapped, or mentally retarded were not able to be tested accurately, while testing of higher functioning youth in these categories was important to ascertain their academic potential.

Differences in abilities only partially explain why scores were available only for some youth. In all disability categories, scores were available for some youth at all functional levels. The most likely explanation for this seemingly random component of the availability of IQ scores is variation in school and district practices in the extent to which IQ testing is conducted as part of special education assessment procedures.

Self-Care Skills (Table 5)

These questions were asked only of parents of youth who were classified as mentally retarded, visually impaired, deaf, orthopedically impaired, other health impaired, multiply handicapped, or deaf/blind. They were not asked of parents of youth who were classified as learning disabled, emotionally disturbed, speech impaired, or hard of hearing, with no other disabilities because such disabilities were assumed not to interfere in most cases with the performance of the basic self-care skills being investigated. Youth in these categories were assigned a value corresponding to "very well" for each item, which would sum to a score of 12 (high) on the corresponding scale. If the skills of youth in these categories were actually lower, the reported self-care skills scores would overestimate abilities.

Assistive Devices (Table 7)

Items related to assistive devices were not asked of parents of youth in all disability categories in an effort to reduce the burden of the interview and because some devices were assumed to be inappropriate to some kinds of disabilities. Items related to assistive devices for the hearing impaired (telecommunications devices, telephone amplifier, hearing aid, closed captioned TV, other hearing assistance) were asked only of parents of youth who were reported as deaf, hard of hearing, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to mobility (wheel chair, crutches, cane, walker, changes to the car, prosthetics, orthotics, computer designed to aid mobility, other devices to aid mobility) were asked only of parents of youth who were reported as orthopedically impaired, other health impaired, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to vision (seeing eye dog, Braille or large print readers, opticon/optical scanner, computers to aid vision, other vision assistance) were asked only of parents of youth reported as visually impaired, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Youth whose parents were not asked directly about assistive devices were coded as not using the devices, assuming they were inappropriate to the disabilities of the youth. If some youth actually used the devices, but parents were not asked the items, the data reported would underestimate use of assistive devices.

Receipt of Physical Therapy/Mobility Training (Tables 28, 34)

Items related to receipt of physical therapy or mobility training in the parent interview were not asked of parents of youth who were reported as learning disabled, emotionally disturbed, or speech impaired, with no other additional disabilities in an effort to reduce the burden of the interview and because the service was considered inappropriate to those disabilities. Youth with those disabilities were coded as not receiving the service. If youth with those disabilities actually had received the service, data would underestimate service receipt.

Grade Point Average (Table 36)

Grade point average is calculated on a 4-point scale, with a grade of A assigned 4 points, B assigned 3 points, C assigned 2 points, D assigned 1 point, and failed courses assigned no value. Grades of "pass" or "satisfactory" were coded as equivalent to a "C," "failure" or "unsatisfactory" were coded as equivalent to an "F."Points are summed and divided by the total number of courses, including those failed.

There is some reason to suspect that the grades abstracted from students' records may overestimate grade performance for two reasons. First, not all students received grades. Second, there are potential biases apparent in the reporting of grades for some students who received them. Each source of potential bias is discussed below.

Students Who Did Not Receive Grades--NLTS data reveal that 11% of students with disabilities did not receive grades in any courses in their most recent year in secondary school. As shown in Table A-1, the receipt of grades is strongly associated with the nature and severity of students' disabilities. For example, more than half of students with low functional mental skills did not receive grades (55%), compared with only 4% of students with high functional mental skills.

Hence, course grades "cream" the special education student population by eliminating students with more severe disabilities and lower functional skills. For example, because the students who received grades were the more capable special education students, we would expect grades to be generally higher and more similar to regular education students than would be the case if all special education students were considered.

Table A-1
STUDENTS WITH DISABILITIES WHO DID NOT RECEIVE COURSE GRADES IN THEIR MOST RECENT SCHOOL YEAR

	Students Who Did Not Receive Grades		
Student Characteristics	%	S.E.	N
Total	10.8	1.0	5591
Primary disability category			
Learning disabled	4.8	1.1	821
Emotionally disturbed	8.7	1.8	502
Speech impaired	4.3	1.5	379
Mentally retarded	24.0	2.0	846
Visually impaired	10.4	2.5	548
Hard of hearing	1.5	1.0	513
Deaf	11.1	2.0	683
Orthopedically impaired	14.9	2.7	458
Other health impaired	9.6	2.6	284
Multiply handicapped	56.1	4.0	491
Deaf/blind	78.1	6.8	66
Functional mental skills*			
Low	54.9	5.3	548
Medium	11.5	1.9	1724
High	3.6	1.0	1962
Student assigned to grade level			
Yes	5.1	.8	4619
No	65.7	3.6	941
Student attended:			
Special school for students with disabilities	54.5	3.9	1529
Regular secondary school	6.9	.8	4052

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* Parents rated on a 4-point scale youths' abilities to tell time on a clock with hands, look up telephone numbers and use the phone, count change, and read common signs. Ratings were summed to create a scale ranging from 4 to 16. High ability is defined as a scale value of 15 or 16.

Source: Grade data from students' school records. Functional abilities from parent interviews.

Potential Reporting Bias--For students who were taking a single course for two semesters and received two different grades, data abstractors recruited in schools were instructed to record the grade received in the most recent semester. However, when transcripts were obtained for a subsample of students and compared to grades reported by data abstractors on the record abstract forms, 34% of the 157 cases reviewed showed discrepancies between transcript grades and record abstract grades. The majority of these cases involved abstractors reporting the higher of two grades received for two-semester courses, rather than the most recent grade. Generally only one course per student was involved in a grade discrepancy and the grade change was virtually always only 1 grade point (i.e., a B reported as the higher grade when a C was the most recent grade). This degree of overestimation of the GPA for a given student with 7 graded courses would be .14 (i.e., the difference between a GPA of 3.0 and a GPA of 2.86). If this overestimation affected one-third of the full sample, as it did of the cases validated, it would result in a GPA overestimation of .05 for the full sample. However, because the subsample used for this comparison was small and included students from only four disability groups, it is unknown to what extent this tendency to record the more favorable grade rather than the most recent grade pervades the grade data reported here for the full sample. Further, in a handful of cases, failed courses were not included on the record abstract form because students received no credit for them. Hence, the grade data may paint a somewhat rosier picture of grade performance than students actually achieved; GPAs may actually have been marginally lower and failure rates marginally higher than those reported.

Alterations Made to the Home (Table 38)

The item related to whether alterations had been made to the youth's home to accommodate a disability were asked only of parents of youth who were reported as deaf/blind, visually impaired, orthopedically impaired, other health impaired, or multiply handicapped, as a primary or secondary disability by the school/district or parent. Parents of youth with other disabilities were not asked the item in an effort to reduce the burden of the interview and because such alterations were considered inappropriate to those disabilities. Youth with other disabilities were coded as not having had the alternations. If youth with other disabilities actually had the alterations, data would underestimate their frequency.

Variables Constructed from Multiple Sources

Secondary School Enrollment Status (All Tables)

Because the NLTS focuses on the time when youth move from secondary school into more adult experiences, the status of youth relative to secondary school is critical. The NLTS classifies youth into three categories based on their secondary school enrollment status:

- In secondary school
- Out of secondary school less than 1 year
- Out of secondary school from 1 to 2 years.

Secondary school enrollment status is based on data from two sources: the parent interview and/or school record abstract.

For 26% of youth, secondary school status is based on parent reports alone because no school record abstract was obtained. The parent interview nvolves data from two items:

A10 "Has (NAME) been enrolled in a junior or senior high school (or special school) in the past 12 months?"

A12 Is (NAME) now enrolled, or will she/he be enrolled in the fall in (junior or senior high school/this special) school?"

A youth is coded as in school if the parent responded positively to A12. A youth is coded as out of school less than 1 year if the parent responded positively to A10 but negatively to A12. The youth is coded as out of school from 1 to 2 years if the parent responded negatively to both items.

For 14% of youth, secondary school enrollment status is based on information from school records alone because no parent interview could be completed. The school record abstract reports data from the student's most recent school year. Students whose most recent school year was 1985-86 were coded as out of school 1 to 2 years as of the 1987 interview. Students whose most recent school year was 1986-87 and who were reported as completing the school year by being promoted or not (as opposed to codes indicating the student had left school; e.g., graduated, aged out, suspended, incarcerated) were coded as in secondary school. Those whose most recent school year was 1986-87 but who were reported as graduating, dropping out, aging out, being suspended/expelled or incarcerated/institutionalized, or who had withdrawn, moved, or transferred were coded as out of secondary school less than 1 year.

For 60% of youth, both the parent interview and school record abstracts were available as sources for secondary school enrollment status. Of these youth, parents and school records agreed on the school enrollment status of 4084 youth (82%), with the greatest agreement (97%) apparent for students still enrolled in secondary school. There was agreement in 77% of cases that youth were out of school, but less agreement as to the length of time they had been out of secondary school. The following decision rules were used to resolve discrepancies:

- Parent reports of youth being in secondary school were accepted if 1986-87 school records indicated the youth had withdrawn, moved, dropped out, or been institutionalized or incarcerated, assuming the parent was reporting enrollment in a different program in the summer or fall than had been attended during the previous school year.

- If the parent indicated the youth had left school up to a year earlier, and the school record indicated the student had been enrolled in the 1986-87 school year and completed the school year (whether or not promoted to the next grade level), the parent report of the youth being out of school up to 1 year was accepted, assuming the parent was reporting school completion (i.e., dropping out or graduating) that occurred after the end of the school year.

- If the parent indicated the youth had left school more than 1 year ago, but school records indicated enrollment in the 1986-87 school year, students were coded as out of school up to 1 year.

- If the parent reported the youth was still in school, but a school record indicated the youth had graduated or aged out, or if the youth was beyond secondary school age, the youth was coded as having been out of school, assuming the parent was mistakenly reporting school enrollment at a postsecondary school. If the school record was from 1985-86, the youth was coded as out of school 1 to 2 years; if the record was from 1986-87, the youth was coded as out of school up to 1 year.

- If the parent reported the youth was out of school up to 1 year, and the most recent school record abstract was for 1985-86 and indicated the student completed the school year (whether or not promoted), the parent report was accepted, assuming the student had enrolled in the 1985-86 summer or the 1986-87 school year in a different program and left in 1986-87.

- If the parent reported the student had been out of school 1 to 2 years and the school record from 1985-86 school year indicated the student had completed the year, the parent report was accepted, assuming the student had not returned to school in 1986-87.

Attended Special School for Students with Disabilities (Table 9)

Two sources of data were used to determine whether a student attended a special school serving only students with disabilities: the school record and the Survey of Secondary Special Education Programs.

The survey item asked:

> "Which of the following best describes your school?"
> Response categories included, among others, "School that only serves handicapped or disabled students."

The school record item asked:

> "What are all of the settings in which this student received educational services in the school year indicated on the cover sheet?"
> Response categories included, among others, "special school for the disabled."

Enrollment status for 16% of cases was based on the survey alone, and 6% were based on the abstract alone. For the 76% of cases (N=5742) that had both sources, there was 98% agreement between them. In other cases, the survey was the preferred source. If the survey indicated a special school, the student was coded as attending a special school, regardless of the school record. If the survey indicated the school was not a special school, the student was coded as not attending a special school, even if one of the settings of the student was a special school, assuming that attendance in that setting was secondary to attendance at the primary, regular school.

Took Occupationally-Oriented Vocational Education (Table 17)

The variable indicating whether the youth took occupationally-oriented vocational education uses two sources: the school record and parent interview. The parent interview items include the following:

> "What kinds of job training or help has (NAME) had in the past 12 months? Has he/she had...
> 1 Testing to find out his/her work interests or abilities
> 2 Training in specific job skills, like care repair or food service
> 3 Training in basic skills needed for work, like counting change, telling time, or using transportation to get to work
> 4 Career counseling (like help in figuring out jobs (NAME) might be suited to
> 5 Help in finding a job or learning to look for one."
>
> Who has given (NAME) job training or help in the past 12 months?"
> Response categories included, among others, "youth's junior or senior high school" and "a special secondary school for the disabled."

If a respondent gave a positive response to category 2 of the first item and the only source indicated for the service was a secondary school (special or regular), the student was indicated as having received occupationally- oriented vocational education from the school in the most recent school year.

The school record item involved a listing of courses the student took in the most recent school year. If a vocational course was listed, the following item was asked:

"If the student has taken vocational education classes during the school year indicated on the cover sheet, please indicate the type of vocational education taken."

Responses were coded as follows:

1 Agriculture (e.g., animal and plant science, landscaping/gardening, horticulture/nursery, forestry)
2 Distributive education (e.g., retailing, banking and finance, cashier, hotel/tourism/recreation, marketing and sales, advertising, warehousing, transportation/driver, real estate)
3 Health occupations (e.g., health care, medical and dental assistant, nursing, community and environmental health)
4 Office occupations (e.g., secretarial, clerical, typing, accounting, data processing, computer programming and operations)
5 Technical education (e.g., engineering, architecture, aeronautics)
6 Machine shop, auto and motor repair
7 Construction trades (e.g., carpentry, masonry, plumbing, wood working, metal working, welding)
8 Electrical, electronics, communication, air conditioning
9 Manufacturing, industrial arts
10 Painting, interior design/decorating
11 Graphic and commercial arts, drafting, printing, photography
12 Food services, cook, food server, hostess, dishwasher
13 Personal services, cosmetology, laundry/cleaning
14 Custodial services/janitor
15 Fireman, law enforcement, public service
16 Other (SPECIFY)
17 Career exploration, prevocational skills, work adjustment
18 Sheltered workshop, supported employment
19 Work study/experience, on-the-job training
20 Clothing/textiles
21 Child care, nursery school

If the record indicated a positive response to categories 1 through 15, 20 or 21, the student was counted as having received occupationally-oriented vocational education.

For 16% of cases, the value on this variable was based on the school record alone; for 21% of cases it was based on the parent interview alone. For 63% of cases, both sources were available. There was agreement between sources in 98% of these cases. In the event of discrepancies, a student was coded as having taken occupationally-oriented vocational education if either the school record or the parent interview met the criteria for a positive response.

This variable was used in the construction of a variable indicating whether the student was enrolled in any vocational education in the most recent year. A positive value for receiving occupationally-oriented vocational education was coded as a positive value for having received any vocational education.

Also, this variable was the basis for variables indicating the number of hours of occupationally-oriented vocational education received and whether that training was in a regular education or special education setting. Only responses based on the school record contributed to these latter two variables, because no indication of placement or amount of the occupationally-oriented training was included in the parent interview.

Support Services Received (Tables 28, 30, 32-35)

The NLTS investigated whether the youth had received the following kinds of support services: speech therapy, personal counseling/therapy, physical therapy/mobility training, help from a tutor/reader/interpreter, and transportation assistance. For each kind of service, three variables were created: whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school. In addition, the total hours of the service received in the previous year was calculated for each service only for cases having a parent interview (school records did not indicate number of hours received).

The two sources of data for items regarding receipt of services were the parent interviews and school records. The parent source involved responses to the following three kinds of questions, which were asked of the majority of respondents about each service:

> "Has (NAME) ever had (kind of service)?"
>
> "Has (NAME) had any of this (kind of service) in the past 12 months?"
>
> "Who has given (NAME) (kind of service) in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

These items were asked for all noninstitutionalized youth regarding speech therapy, personal counseling/therapy, transportation assistance, and help from a tutor/reader/interpreter. (Institutionalized youth were those reported by parents to be living for at least one year in a hospital, mental health, or correctional facility.) Items related to physical therapy/ mobility training were not asked of parents with youth classified as learning disabled, emotionally disturbed, or speech impaired only (no other additional disabilities named by the school/district or parent) because that service was assumed not to pertain to those disabilities (see discussion in previous section). Youth with these disabilities only were coded as having not received the service ever, in the past year, or from the school, unless the school record abstract indicated otherwise.

For institutionalized youth, the following item was asked:

"Is (NAME) getting any of the following kinds of help at this place (the institution)?" Response categories included, among others:

Speech or language therapy
Personal counseling or therapy
A tutor, reader, or interpreter
Physical therapy or mobility training (e.g., help with walking or wheelchair use
Help in getting or using transportation

A positive response to a service was coded as having received the service ever and in the past 12 months. Institutionalized youth were not included in the calculation of ser[illegible] received from the school.

The school record abstract source involved the following item:

"Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?"

1 Physical therapy
2 Occupational therapy
3 Assistive devices or physical adaptations
4 Mental health services, personal counseling, therapy, or psychiatric care
5 Speech or language therapy
6 Hearing-loss therapy
7 Tutor, reader, or interpreter
8 Special transportation because of disability
9 Adaptive physical education
10 Health services (e.g., catheterization)
11 Testing for disabilities (e.g., psychological assessment, classroom observation
12 Social work services
00 None of the above

Responses were coded into the support services variables as follows:

If response circled:	Coded as received:
5	Speech therapy
4, 12	Personal counseling/therapy
1, 10	Physical therapy/mobility training
7	Tutor/reader/interpreter
8	Transportation assistance

Responses for approximately 16% of cases were based on the school record alone, 25% on the parent interview alone, and 59% on both sources.

In cases having two sources for these variables, the extent of agreement between the sources varied among the services and, for a given service, among the variables, as indicated in Table A-2. Agreement was generally highest for receipt of physical therapy and, for all services, was highest for services received in the previous year and lowest for services received from the school.

Table A-2
EXTENT OF AGREEMENT BETWEEN SOURCES FOR VARIABLES RELATED TO SUPPORT SERVICES RECEIVED BY YOUTH

Number of Cases	Percentage In	
Service Variables	With Two Sources	Agreement
Received speech therapy		
Ever	4801	66
In past year	4741	80
In past year from school	4741	69
Received counseling/therapy		
Ever	4786	68
In past year	4753	80
In past year from school	4753	46
Received help from a tutor/reader/interpreter		
Ever	4769	58
In past year	4737	73
In past year from school	4737	59
Received physical therapy/mobility training		
Ever	4793	80
In past year	4774	88
In past year from school	4774	55
Received transportation assistance		
Ever	4820	55
In past year	4814	71
In past year from school	4814	46

For cases in which both sources of data were available, the following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a support service such as a tutor on an IEP, which would appear then on the record abstract, about which the parent being interviewed might simply have been unaware. Even in the case of the school providing the service, discrepancies are logically possible. For example, the parent might have been aware of a child's consultation with a school counselor and would have reported it as counseling received from the school. Such a service would not have been included on an IEP and would not have appeared on a school record abstract form.

Vocational Services Received (Tables 28, 29)

The NLTS investigated whether the youth had received vocational services, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had training in job skills, career counseling, help in finding a job, or any other vocational education?"
>
> "Has (NAME) had any of this job training or help in the past 12 months?"
>
> "Who has given (NAME) job training or help in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

> "Thinking about the last 12 months, for about how long did (NAME) receive job training from (each source named above)? During this period, about how many hours per day/week/month did the job training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

> "Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "job training or vocational education."

A positive response to this item was coded as receiving vocational services ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of vocational services was coded as "don't know."

The school record abstract source involved the listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was vocational education. If the student was reported as taking any kind of vocational training in the 1985-86 school year, he/she was recorded as "ever" receiving vocational services, but "don't know" regarding receipt in the previous year. Students reported as taking vocational education in the 1986-87 school year were coded as receiving vocational services ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:

> 18 (number of weeks in a typical school semester)
> x hours per week student took the course
> x number of semesters taken

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.
- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a vocational course about which the parent being interviewed might simply have been unaware.

Occupational Therapy/Life Skills Training Received (Tables 28, 31)

The NLTS investigated whether the youth had received occupational therapy or life skills training, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had any occupational therapy or other instruction in life skills, other than from family members or friends? Life skills instruction might include learning to manage money or learning cooking or housekeeping skills. Occupational therapy might include help in learning feeding, dressing, toileting, or grooming."
>
> "Has (NAME) had any occupational therapy or life skills training, other than from family members or friends, in the past 12 months?"
>
> "Who has given (NAME) occupational therapy or life skills training in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."
>
> "Thinking about the last 12 months, for about how long did (NAME) receive occupational therapy or life skills training from (each source named above)? During this period, about how many hours per day/week/month did the occupational therapy or life skills training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

> "Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "occupational therapy or life skills training (e.g., feeding, dressing, money management)."

A positive response to this item was coded as receiving the service/training ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of training/service was coded as "don't know."

The school record abstract source involved two items:

> The listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was home economics and life skills training. If the student was reported as taking this kind of course in the 1985-86 school year, he/she was recorded as "ever" receiving the training/service, but "don't know" regarding receipt in the previous year. Students reported as taking such courses in the 1986-87 school year were coded as receiving training/service ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:
>
> 18 (number of weeks in a typical school semester)
> x hours per week student took the course
> x number of semesters taken.
>
> "Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?" Response categories included, among others, "occupational therapy."

If a positive response was given to the second item only, the student was coded as receiving the training/service ever, in the past year, and in the past year from the school. He/she was coded "don't know" for the hours of service received.

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.
- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a course about which the parent being interviewed might simply have been unaware.

School Completion Status (Table 37)

There are 3053 youth who are considered out of school and for whom the mode of school leaving, referred to as school completion status, is known. The school completion status variable has four categories:

- Graduated
- Dropped out
- Aged out
- Suspended/expelled

An exiter's completion status was derived from two possible sources: the parent interview and/or the school record abstract. The parent interview source involved asking the following item of parents who said youth were no longer in secondary school:

> "Did (NAME) graduate, voluntarily leave school, was (he/she) suspended or expelled or is (he/she) older than the school age limit?"

The school record abstract item asked:

> "What was this student's status at the end of the school year?" Possible responses included:
> - Graduated
> - Exceeded the school age limit
> - Completed the school year and promoted to the next grade level
> - Completed the school year but not promoted to the next grade level
> - Dropped out
> - Permanently expelled
> - Transferred/moved to another school
> - Incarcerated
> - Institutionalized due to handicap
> - Other (specify)
> - Don't know.

For 30% of cases, school completion status was based on the parent interview alone. For 16% of cases, values were based on the school record abstract alone; the school abstract response was used by collapsing responses into the 4 completion status categories as follows:

School Completion Status	Record Abstract Response
Graduated	Graduated
Aged Out	Exceeded the school age limit
Dropped out/left	Dropped out
	Withdrew
	Institutionalized
	Incarcerated
	Other
Suspended/expelled	Permanently expelled

For the 55% of cases in which both the parent interview and the school record abstract were available, there was agreement between the two sources on the youth's completion status for 78% of cases. For the remaining 22% of cases (351), the following discrepancies were noted and resolutions made:

- In cases in which the school reported the youth transferred, moved, or withdrew, the parent report was the basis for categorization because the parent would have known the final status of the youth after a move, transfer, or withdrawal from a given school.

- Schools were considered the best source of information when there was a discrepancy involving whether the youth graduated vs. aged out resulting from different interpretations of what constituted graduation vs. receipt of special diplomas for attendance.

- The parent was considered the best source of information in cases in which the school indicated the youth had completed the school year (whether or not promoted), but the parent reported a more final disposition that could have occurred, for example, because of school work done in the summer (i.e., resulting in graduation) or because of decisions made in the summer not to return in the fall (i.e., dropping out). Similarly, parents' reports of graduation were accepted when the school reported the youth dropped out or was suspended because further school work in the summer could have resulted in graduation by the time of the interview. Parent reports of a more final status (e.g., dropping out) also were accepted when the school reported what was considered an intermediate status, such as incarceration or institutionalization.

- Youth were categorized as dropouts, based on the school report, when the parent contended the youth exceeded the age limit but the youth was not old enough to have done so, or if the parent reported the youth had been suspended.

Appendix B

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH HEARING IMPAIRMENTS

Subgroups Referenced, and Table Number(s)	Total	Community: Urban	Community: Suburban	Community: Rural	Gender: Male	Gender: Female	Age in 1987: 15-16	Age in 1987: 17-18	Age in 1987: 19 or older	School Status: In-School	School Status: Out 1 year or less	School Status: Out 1 - 2 Years
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	65.1	70.2	66.6	70.3	65.3	64.9	96.0	88.9	27.6	97.7	12.7	14.0
	(2.2)	(3.2)	(4.5)	(9.4)	(3.0)	(3.3)	(1.9)	(2.6)	(3.1)	(0.9)	(3.3)	(3.7)
Number of respondents	1406	484	344	49	743	663	361	466	579	873	275	258
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	52.4	44.8	53.2	66.3	60.0	44.0	39.0	53.7	60.0	49.3	52.2	62.9
	(2.4)	(3.5)	(4.9)	(9.7)	(3.2)	(3.5)	(4.7)	(4.2)	(3.5)	(3.0)	(5.1)	(5.4)
Number of respondents	1375	481	336	49	728	647	361	465	549	873	262	240
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**												
Seventh grade	44.3	21.0	19.2	22.4	45.6	42.8	52.9	37.1	44.5	46.2	39.7	41.7
	(2.3)	(2.8)	(3.8)	(8.3)	(3.2)	(3.5)	(4.7)	(3.9)	(3.7)	(3.0)	(4.7)	(6.2)
Eighth grade	45.9	23.3	21.7	22.4	47.1	44.6	53.3	38.6	47.1	47.3	42.1	44.9
	(2.3)	(2.9)	(4.0)	(8.3)	(3.2)	(3.5)	(4.7)	(3.9)	(3.7)	(3.0)	(4.7)	(6.3)
Ninth grade	85.8	74.4	84.7	84.4	86.3	85.3	81.0	87.4	88.0	85.0	85.5	89.3
	(1.6)	(3.0)	(3.5)	(7.2)	(2.2)	(2.5)	(3.7)	(2.7)	(2.4)	(2.1)	(3.4)	(3.9)
Tenth grade	92.8	86.3	92.5	95.8	92.6	93.0	83.0	97.5	95.8	91.5	93.2	97.5
	(1.2)	(2.4)	(2.5)	(4.0)	(1.7)	(1.8)	(3.5)	(1.2)	(1.5)	(1.7)	(2.4)	(2.0)
Eleventh grade	92.8	86.3	92.5	95.8	92.6	93.0	83.0	97.5	95.8	91.5	93.2	97.5
	(1.2)	(2.4)	(2.5)	(4.0)	(1.7)	(1.8)	(3[illegible]	(1.2)	(1.5)	(1.7)	(2.4)	(2.0)
Twelfth grade	92.9	86.6	92.4	95.8	92.7	93.0	82.9	97.5	96.1	91.5	93.6	97.5
	(1.2)	(2.4)	(2.5)	(4.0)	(1.7)	(1.8)	(3.5)	(1.2)	(1.4)	(1.7)	(2.4)	(2.0)
Ungraded	54.6	33.9	36.0	61.0	54.7	54.4	53.5	51.5	58.3	54.6	50.1	60.0
	(2.3)	(3.3)	(4.6)	(9.7)	(3.2)	(3.5)	(4.7)	(4.0)	(3.6)	(3.0)	(4.8)	(6.2)
Number of respondents	1403	481	346	52	749	653	384	496	523	912	295	188

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* Source: Parent interviews.

** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH HEARING IMPAIRMENTS

Subgroups Referenced, and Table Number(s)	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	68.4 (3.0)	64.0 (3.7)	60.8 (2.9)	69.0 (3.3)
Number of respondents	766	507	767	639
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	49.1 (3.2)	53.6 (3.8)	50.0 (3.0)	54.6 (3.6)
Number of respondents	756	496	747	628
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**				
Seventh grade	16.7 (2.3)	96.5 (1.3)	66.4 (2.8)	24.5 (3.1)
Eighth grade	18.8 (2.4)	97.4 (1.1)	67.5 (2.8)	26.5 (3.2)
Ninth grade	79.3 (2.5)	98.1 (1.0)	91.5 (1.7)	80.8 (2.8)
Tenth grade	90.4 (1.8)	97.4 (1.1)	95.4 (1.2)	90.4 (2.1)
Eleventh grade	90.4 (1.8)	97.4 (1.1)	95.4 (1.2)	90.4 (2.1)
Twelfth grade	90.5 (1.8)	97.4 (1.1)	95.4 (1.2)	90.5 (2.1)
Ungraded	38.8 (3.0)	84.4 (2.6)	63.9 (2.9)	46.1 (3.6)
Number of respondents	829	574	776	624

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* Source: Parent interviews.

** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH HEARING IMPAIRMENTS

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	72.1	68.0	60.4	63.4	64.4	77.8	64.4	69.4	63.6
	(4.1)	(4.2)	(3.9)	(3.8)	(3.2)	(4.8)	(4.0)	(3.8)	(3.9)
Number of respondents	314	410	545	344	816	165	430	475	461
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	55.3	48.9	53.2	44.6	56.7	41.8	56.2	54.6	45.3
	(4.5)	(4.5)	(4.0)	(3.9)	(3.3)	(5.7)	(4.2)	(4.1)	(4.1)
Number of respondents	312	403	543	336	806	164	427	469	458
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**									
Seventh grade	53.3	48.0	31.3	59.9	40.9	34.0	48.7	44.3	37.6
	(4.8)	(4.8)	(4.0)	(4.0)	(3.4)	(5.9)	(4.5)	(4.4)	(4.2)
Eighth grade	54.7	49.7	32.7	62.9	41.8	35.9	50.3	45.7	39.0
	(4.8)	(4.8)	(4.1)	(4.0)	(3.5)	(6.0)	(4.5)	(4.4)	(4.2)
Ninth grade	84.5	87.4	83.0	87.1	86.8	73.8	87.1	87.5	79.1
	(3.5)	(3.2)	(3.3)	(2.8)	(2.4)	(5.5)	(3.0)	(2.9)	(3.5)
Tenth grade	90.0	94.0	93.0	89.2	94.4	89.3	93.3	92.1	91.2
	(2.9)	(2.3)	(2.2)	(2.6)	(1.6)	(3.9)	(2.3)	(2.4)	(2.4)
Eleventh grade	90.0	94.0	93.0	89.2	94.4	89.3	93.3	92.1	91.2
	(2.9)	(2.3)	(2.2)	(2.6)	(1.6)	(3.9)	(2.3)	(2.4)	(2.4)
Twelfth grade	90.4	94.0	92.9	89.2	94.3	90.1	93.5	92.1	91.2
	(2.9)	(2.3)	(2.2)	(2.6)	(1.6)	(3.7)	(2.2)	(2.4)	(2.5)
Ungraded	57.7	59.2	44.9	52.2	55.3	49.9	54.1	56.3	50.9
	(4.8)	(4.7)	(4.3)	(4.1)	(3.5)	(6.3)	(4.5)	(4.4)	(4.3)
Number of respondents	280	358	469	308	722	139	370	411	409

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* Source: Parent interviews.

** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH HEARING IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 12: Percentage of youth in schools that served learning handicapped students	96.2	93.4	99.8	95.3	97.0	95.2	96.8	95.4	96.4	95.5	97.9	96.6
	(1.0)	(2.0)	(0.5)	(4.5)	(1.2)	(1.6)	(1.8)	(1.8)	(1.5)	(1.3)	(1.5)	(2.4)
Number of respondents	1196	365	280	45	639	556	314	419	463	773	250	166
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	57.4	86.7	88.2	90.8	56.5	58.6	55.5	62.3	54.7	56.1	59.7	60.9
	(2.5)	(2.7)	(3.4)	(6.6)	(3.4)	(3.7)	(5.2)	(4.3)	(3.9)	(3.2)	(5.1)	(6.5)
Number of respondents	1197	359	288	40	638	558	312	417	468	768	253	169
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	55.5	60.9	47.0	42.3	55.4	55.7	46.6	56.9	60.4	54.2	59.9	57.6
	(2.5)	(3.9)	(5.4)	(10.6)	(3.4)	(3.8)	(5.2)	(4.4)	(3.8)	(3.2)	(5.1)	(6.6)
Number of respondents	1188	359	276	45	634	553	308	415	465	764	249	168
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	81.6	91.5	99.5	96.1	80.8	82.5	87.4	82.8	76.6	82.6	82.1	75.8
	(2.0)	(2.3)	(0.8)	(4.3)	(2.7)	(2.9)	(3.5)	(3.4)	(3.3)	(2.5)	(4.0)	(5.8)
Number of respondents	1172	351	274	43	629	542	306	410	456	751	250	165

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH HEARING IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Table 12: Percentage of youth in schools that served learning handicapped students	96.9 (1.2)	94.9 (1.6)	96.2 (1.2)	96.1 (1.6)
Number of respondents	658	538	698	495
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	92.3 (1.8)	0.0 (0.0)	32.7 (2.9)	82.7 (3.1)
Number of respondents	655	542	706	488
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	51.3 (3.5)	62.7 (3.6)	60.6 (3.1)	50.6 (4.1)
Number of respondents	655	533	696	489
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	97.0 (1.2)	54.6 (3.7)	69.2 (2.9)	93.6 (2.0)
Number of respondents	648	524	687	482

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH HEARING IMPAIRMENTS (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Subgroups Referenced, and Table Number(s)	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 12: Percentage of youth in schools that served learning handicapped students	92.6	97.3	97.8	90.7	97.8	94.6	94.6	97.6	95.3
	(2.7)	(1.7)	(1.4)	(2.6)	(1.1)	(3.3)	(2.2)	(1.5)	(2.0)
Number of respondents	240	300	395	256	639	101	314	345	347
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	46.8	61.6	66.2	42.6	61.6	69.2	54.2	62.3	60.0
	(5.2)	(5.1)	(4.4)	(4.5)	(3.6)	(6.8)	(4.9)	(4.7)	(4.6)
Number of respondents	240	301	399	257	642	100	309	347	353
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	56.6	54.5	52.4	60.7	49.6	81.9	57.2	50.9	57.6
	(5.2)	(5.2)	(4.7)	(4.4)	(3.7)	(5.8)	(4.9)	(4.8)	(4.7)
Number of respondents	241	297	396	254	639	98	309	347	346
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	73.0	85.8	89.6	64.3	87.7	89.3	78.2	87.6	84.0
	(4.8)	(3.7)	(2.9)	(4.4)	(2.5)	(4.6)	(4.1)	(3.2)	(3.4)
Number of respondents	226	295	395	251	628	99	304	337	347

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH HEARING IMPAIRMENTS (Continued)

		Community			Gender		Age in 1987			School Status		
Subgroups Referenced, and Table Number(s)	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 18: Percentage in schools that reported having students in need of:												
Speech/language therapy	99.1	99.9	99.5	94.9	98.6	99.6	99.9	98.7	98.8	99.7	96.5	100
	(0.5)	(0.3)	(0.8)	(4.7)	(0.8)	(0.5)	(0.4)	(1.0)	(0.8)	(0.4)	(1.9)	(0.0)
Physical therapy	87.0	84.9	80.7	70.8	87.0	87.0	85.7	84.8	89.8	85.4	90.7	88.2
	(1.7)	(3.0)	(4.3)	(10.0)	(2.3)	(2.6)	(3.7)	(3.2)	(2.4)	(2.3)	(3.1)	(4.3)
Occupational therapy	87.1	85.2	79.5	73.0	86.6	87.8	91.5	82.6	88.1	87.9	85.4	85.7
	(1.7)	(3.0)	(4.4)	(9.9)	(2.4)	(2.6)	(3.0)	(3.4)	(2.6)	(2.2)	(3.8)	(4.7)
Hearing-loss therapy	94.0	95.0	88.5	87.8	93.4	94.8	96.3	92.6	93.8	95.4	90.3	93.0
	(1.2)	(1.8)	(3.6)	(7.1)	(1.8)	(1.7)	(2.0)	(2.3)	(1.9)	(1.4)	(3.2)	(3.4)
Psychotherapy/counseling	95.6	94.7	97.1	81.7	95.9	95.3	96.4	92.8	97.4	94.3	96.4	99.7
	(1.1)	(1.9)	(1.9)	(9.1)	(1.4)	(1.7)	(2.0)	(2.3)	(1.3)	(1.6)	(2.0)	(0.7)
Medical services	89.8	85.8	86.3	80.7	88.8	91.0	92.5	87.7	89.8	91.7	82.6	90.8
	(1.6)	(2.9)	(3.9)	(9.0)	(2.3)	(2.3)	(2.9)	(3.0)	(2.5)	(1.9)	(4.2)	(4.0)
Adaptive physical education	94.4	96.7	90.4	82.3	92.9	96.0	94.0	92.7	96.0	93.4	96.4	95.2
	(1.2)	(1.4)	(3.2)	(8.8)	(1.8)	(1.5)	(2.5)	(2.3)	(1.5)	(1.6)	(2.0)	(2.8)
Social work services	97.2	98.0	96.8	90.2	96.5	98.0	96.6	99.2	95.8	97.5	94.6	99.0
	(0.9)	(1.2)	(2.0)	(6.8)	(1.4)	(1.1)	(2.0)	(0.8)	(1.7)	(1.1)	(2.6)	(1.5)
Special transportation	98.1	99.0	97.4	93.5	97.6	98.7	99.2	96.6	98.6	98.3	96.4	99.4
	(0.7)	(0.8)	(1.7)	(5.3)	(1.1)	(0.9)	(0.9)	(1.6)	(1.0)	(0.9)	(2.0)	(1.0)
Human aides or tutors	98.5	98.1	99.0	95.2	98.3	98.7	98.9	97.8	98.9	98.3	98.2	99.4
	(0.6)	(1.1)	(1.1)	(4.6)	(0.9)	(0.9)	(1.1)	(1.3)	(0.8)	(0.9)	(1.4)	(1.0)
Physical aids	96.3	97.2	92.4	91.5	95.9	96.8	96.3	94.3	98.0	97.5	92.2	96.6
	(1.0)	(1.3)	(2.9)	(6.1)	(1.4)	(1.4)	(2.0)	(2.1)	(1.1)	(1.0)	(2.9)	(2.4)
None of these	99.9	100	100	100	100	99.9	100	99.8	100	99.9	100	100
	(0.1)	(0.0)	(0.0)	(0.0)	(0.0)	(0.3)	(0.0)	(0.3)	(0.0)	(0.2)	(0.0)	(0.0)
Number of respondents	1016	320	243	37	535	480	280	362	374	667	208	134
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	60.7	92.4	90.8	95.0	61.2	60.2	65.3	63.3	55.5	60.4	61.4	62.3
	(2.5)	(2.1)	(3.1)	(4.6)	(3.4)	(3.7)	(5.0)	(4.2)	(3.9)	(3.2)	(5.1)	(6.4)
Number of respondents	1187	353	281	46	634	552	304	416	467	761	248	171

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 18: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH HEARING IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Table 18: Percentage in schools that reported having students in need of:				
Speech/language therapy	98.5	100	99.2	98.9
	(0.8)	(0.0)	(0.5)	(0.8)
Physical therapy	79.7	98.9	94.2	79.8
	(2.9)	(0.8)	(1.5)	(3.3)
Occupational therapy	79.7	98.9	94.5	79.7
	(2.9)	(0.8)	(1.4)	(3.4)
Hearing-loss therapy	90.8	99.1	95.7	92.3
	(2.1)	(0.7)	(1.3)	(2.2)
Psychotherapy/counseling	92.8	100	98.0	93.1
	(1.9)	(0.0)	(0.9)	(2.1)
Medical services	84.4	98.9	94.9	85.1
	(2.7)	(0.8)	(1.5)	(3.0)
Adaptive physical education	91.2	99.5	96.7	91.9
	(2.0)	(0.5)	(1.1)	(2.2)
Social work services	95.7	100	98.8	95.8
	(1.5)	(0.0)	(0.8)	(1.7)
Special transportation	97.1	100	98.8	97.4
	(1.2)	(0.0)	(0.7)	(1.3)
Human aides or tutors	97.7	100	100	97.1
	(1.1)	(0.0)	(0.0)	(1.4)
Physical aids	94.0	100	98.7	93.9
	(1.7)	(0.0)	(0.7)	(2.0)
None of these	99.9	100	100	99.9
	(0.2)	(0.0)	(0.0)	(0.3)
Number of respondents	590	413	557	452
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	97.1	0.0	33.9	87.1
	(1.2)	(0.0)	(3.0)	(2.7)
Number of respondents	645	542	700	484

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH HEARING IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 18: Percentage in schools that reported having students in need of:									
Speech/language therapy	99.0	99.6	98.0	98.3	99.0	100	97.7	99.4	99.8
	(1.0)	(0.7)	(1.3)	(1.2)	(0.8)	(0.0)	(1.5)	(0.7)	(0.4)
Physical therapy	92.3	83.9	83.5	90.1	85.6	85.6	85.0	85.3	89.4
	(2.8)	(3.9)	(3.6)	(2.7)	(2.6)	(5.4)	(3.5)	(3.5)	(3.0)
Occupational therapy	92.3	83.4	84.6	87.6	86.3	86.3	83.0	85.5	91.1
	(2.8)	(4.0)	(3.5)	(3.0)	(2.6)	(5.3)	(3.8)	(3.5)	(2.7)
Hearing-loss therapy	95.5	90.5	94.6	92.0	95.7	88.9	91.5	94.3	95.4
	(2.2)	(3.1)	(2.2)	(2.5)	(1.5)	(4.8)	(2.8)	(2.3)	(2.0)
Psychotherapy/counseling	98.2	92.2	95.1	96.5	94.0	99.4	93.0	96.0	96.6
	(1.4)	(2.8)	(2.1)	(1.7)	(1.8)	(1.2)	(2.5)	(1.9)	(1.8)
Medical services	93.6	88.7	88.5	90.5	90.2	87.7	89.4	91.4	88.2
	(2.7)	(3.4)	(3.2)	(2.7)	(2.3)	(5.1)	(3.1)	(2.8)	(3.2)
Adaptive physical education	95.9	93.7	93.9	93.8	94.1	97.3	94.4	93.5	94.9
	(2.1)	(2.5)	(2.3)	(2.2)	(1.8)	(2.4)	(2.3)	(2.4)	(2.1)
Social work services	99.4	98.4	92.9	99.5	96.0	100	96.7	97.1	97.0
	(0.9)	(1.4)	(2.6)	(0.7)	(1.5)	(0.0)	(1.9)	(1.7)	(1.7)
Special transportation	99.0	98.1	97.5	97.9	98.1	100	98.0	98.1	98.5
	(1.1)	(1.4)	(1.5)	(1.3)	(1.0)	(0.0)	(1.4)	(1.3)	(1.2)
Human aides or tutors	99.6	97.9	98.5	99.6	98.5	98.1	98.8	98.6	98.6
	(0.7)	(1.5)	(1.2)	(0.6)	(0.9)	(2.1)	(1.1)	(1.2)	(1.2)
Physical aids	97.9	92.4	97.3	94.7	96.9	90.4	94.3	95.7	97.8
	(1.5)	(2.8)	(1.6)	(2.0)	(1.3)	(4.5)	(2.3)	(2.0)	(1.4)
None of these	100	99.8	100	100	99.9	100	100	99.8	100
	(0.0)	(0.4)	(0.0)	(0.0)	(0.2)	(0.0)	(0.0)	(0.4)	(0.0)
Number of respondents	202	263	350	201	570	91	264	306	307
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	50.1	63.3	71.0	44.6	65.0	73.3	57.4	66.2	62.5
	(5.2)	(5.0)	(4.3)	(4.5)	(3.5)	(6.7)	(4.9)	(4.6)	(4.6)
Number of respondents	237	299	391	253	640	96	310	343	344

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH HEARING IMPAIRMENTS (Concluded)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 26: Percentage in schools with life skills programs that served students who were:*												
Mildly learning handicapped	69.7 (2.3)	79.5 (3.2)	87.7 (3.5)	85.7 (7.4)	69.8 (3.2)	69.7 (3.5)	71.8 (4.7)	72.0 (3.9)	66.4 (3.7)	70.4 (3.0)	67.3 (4.9)	68.8 (6.1)
Severely impaired	37.7 (2.5)	29.4 (3.6)	38.0 (5.2)	51.0 (10.6)	38.5 (3.3)	36.9 (3.6)	38.6 (5.0)	35.6 (4.2)	38.9 (3.8)	39.3 (3.2)	31.2 (4.8)	40.7 (6.5)
Sensorily or physically impaired	68.5 (2.4)	64.0 (3.8)	52.8 (5.3)	65.0 (10.1)	66.1 (3.3)	71.3 (3.4)	64.7 (4.9)	67.2 (4.1)	72.3 (3.5)	69.3 (3.0)	65.9 (4.9)	70.3 (6.0)
Number of respondents	1201	362	283	46	642	558	314	419	468	772	251	171
Table 36: Percentage of youth that had:**												
Any graded classes	92.2 (1.4)	94.7 (1.7)	92.4 (2.7)	97.1 (3.9)	91.9 (1.9)	92.5 (2.0)	94.8 (2.3)	95.8 (1.7)	87.0 (2.6)	94.0 (1.5)	90.1 (3.1)	89.2 (4.0)
Graded regular education classes	62.4 (2.4)	80.9 (3.0)	82.7 (3.9)	92.7 (6.0)	63.2 (3.3)	61.7 (3.6)	70.9 (4.7)	65.3 (4.1)	54.1 (3.9)	64.2 (3.1)	62.8 (5.1)	55.5 (6.5)
Graded special education classes	72.6 (2.3)	73.5 (3.4)	64.9 (4.9)	74.4 (10.1)	73.9 (3.0)	71.0 (3.4)	69.4 (4.7)	78.2 (3.5)	69.4 (3.6)	74.6 (2.8)	68.5 (4.9)	69.6 (6.0)
Number of respondents	1222	391	304	39	637	584	316	443	463	789	245	177
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	56.3 (2.5)	67.4 (3.7)	58.2 (5.1)	50.9 (11.5)	56.2 (3.5)	56.6 (3.7)	46.1 (5.4)	63.6 (4.1)	56.0 (3.9)	57.6 (3.2)	64.5 (5.0)	42.2 (6.4)
Number of respondents	1198	380	299	39	623	574	290	441	467	762	246	180
Tables 28, 37, 40 and 41: Percentage of youth who were:***												
In secondary school	61.5 (2.1)	64.4 (3.2)	62.4 (4.4)	67.2 (8.7)	62.5 (2.8)	60.3 (3.1)	97.5 (1.4)	83.0 (2.8)	20.6 (2.6)	100 (0.0)	0.0 (0.0)	0.0 (0.0)
Out of secondary school a year or less	18.5 (1.7)	19.6 (2.6)	20.0 (3.6)	12.7 (6.1)	18.3 (2.3)	18.8 (2.5)	1.3 (1.0)	13.6 (2.6)	33.8 (3.1)	0.0 (0.0)	100 (0.0)	0.0 (0.0)
Out of secondary school 1-2 years	19.9 (1.7)	16.0 (2.4)	17.6 (3.4)	20.2 (7.4)	19.1 (2.3)	20.9 (2.6)	1.2 (1.0)	3.4 (1.4)	45.6 (3.2)	0.0 (0.0)	0.0 (0.0)	100 (0.0)
Number of respondents	1668	534	393	61	885	781	435	563	670	1031	327	310

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* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** Source: Parent interviews and students' school records.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH HEARING IMPAIRMENTS (Concluded)

Subgroups Referenced, and Table Number(s)	Type of School Attended		Degree of Hearing Loss	
	Regular School	Special School	Deaf	Hard of Hearing
Table 26: Percentage in schools with life skills programs that served students who were:*				
Mildly learning handicapped	84.8	44.1	57.9	81.2
	(2.5)	(3.7)	(3.1)	(3.2)
Severely impaired	36.0	40.6	38.8	36.7
	(3.3)	(3.6)	(3.0)	(3.9)
Sensorily or physically impaired	58.8	85.1	80.6	56.7
	(3.4)	(2.6)	(2.5)	(4.0)
Number of respondents	659	542	702	496
Table 36: Percentage of youth that had:**				
Any graded classes	95.3	86.6	88.2	96.0
	(1.4)	(2.6)	(2.0)	(1.5)
Graded regular education classes	88.5	15.8	40.3	84.0
	(2.1)	(2.8)	(3.1)	(2.9)
Graded special education classes	69.4	78.2	78.1	67.0
	(3.1)	(3.1)	(2.6)	(3.7)
Number of respondents	706	516	693	525
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	59.1	51.3	52.3	60.3
	(3.3)	(3.8)	(3.2)	(3.9)
Number of respondents	690	508	683	511
Tables 28, 37, 40 and 41: Percentage of youth who were:***				
In secondary school	63.5	60.8	56.7	65.7
	(2.9)	(3.4)	(2.7)	(3.1)
Out of secondary school a year or less	18.8	19.7	21.1	16.3
	(2.3)	(2.8)	(2.2)	(2.4)
Out of secondary school 1-2 years	17.8	19.4	22.2	18.0
	(2.3)	(2.8)	(2.3)	(2.5)
Number of respondents	882	592	909	756

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* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

** Source: Students' school records.

*** Source: Parent interviews and students' school records.

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH HEARING IMPAIRMENTS (Concluded)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 26: Percentage in schools with life skills programs that served students who were:*									
Mildly learning handicapped	62.7	70.2	77.6	58.0	73.2	80.5	65.4	76.1	71.1
	(5.0)	(4.7)	(3.9)	(4.5)	(3.3)	(5.9)	(4.6)	(4.1)	(4.3)
Severely impaired	37.8	39.3	34.8	39.1	38.0	35.6	35.6	39.3	39.1
	(5.0)	(5.1)	(4.5)	(4.4)	(3.6)	(7.1)	(4.7)	(4.7)	(4.6)
Sensorily or physically impaired	74.3	64.9	68.7	68.9	70.0	58.4	61.6	69.0	75.8
	(4.5)	(5.0)	(4.4)	(4.2)	(3.4)	(7.3)	(4.7)	(4.4)	(4.0)
Number of respondents	241	304	395	257	644	100	315	350	346
Table 36: Percentage of youth that had:**									
Any graded classes	91.4	93.4	94.4	90.8	94.6	90.7	91.5	94.1	93.8
	(2.9)	(2.6)	(2.2)	(2.5)	(1.7)	(4.3)	(2.8)	(2.2)	(2.3)
Graded regular education classes	56.4	63.0	70.9	48.5	69.0	62.7	53.3	67.5	69.5
	(5.2)	(5.0)	(4.3)	(4.4)	(3.5)	(7.1)	(5.0)	(4.4)	(4.3)
Graded special education classes	73.4	72.3	72.1	74.7	73.8	64.6	78.4	70.0	70.1
	(4.6)	(4.6)	(4.2)	(3.8)	(3.3)	(7.0)	(4.1)	(4.3)	(4.3)
Number of respondents	241	305	396	273	620	102	302	361	348
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	51.8	57.0	63.8	49.1	56.6	78.4	50.7	53.1	70.2
	(5.2)	(5.2)	(4.6)	(4.4)	(3.8)	(6.2)	(5.0)	(4.8)	(4.3)
Number of respondents	240	297	380	270	600	96	297	344	342
Tables 28, 37, 40 and 41: Percentage of youth who were:***									
In secondary school	69.2	63.6	58.7	63.4	62.2	70.1	60.1	67.1	62.8
	(4.0)	(4.2)	(3.9)	(3.6)	(3.1)	(4.8)	(4.0)	(3.8)	(3.9)
Out of secondary school a year or less	14.1	17.0	20.1	18.5	18.0	12.7	19.6	12.6	20.9
	(3.0)	(3.3)	(3.2)	(2.9)	(2.5)	(3.5)	(3.2)	(2.7)	(3.3)
Out of secondary school 1-2 years	16.7	19.4	21.1	18.1	19.8	17.2	20.3	20.3	16.4
	(3.2)	(3.4)	(3.3)	(2.9)	(2.6)	(4.0)	(3.2)	(3.2)	(3.0)
Number of respondents	349	436	548	370	849	196	460	499	473

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* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** Source: Parent interviews and students' school records.

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Appendix 16

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